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AUTHOR Barnhart, Cynthia A.; And Others
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ABSTRACT

The Developmental Reading Mastery Test of oral reading, comprehension, spelling, and language skills is based on curriculum materials by the Bloomfield-Barnhart reading program, Let's Read. The non-graded program teaches reading in eleven steps (skill sequences), with corresponding subtests, as follows: (1) shape discrimination, directionality; (2) letter recognition; (3) short vowel monosyllables with "a"; (4) with "i", "u"; (5) with "e", "o"; (6) with simple blends; (7) with consonant clusters and digraphs; (8) regular long vowels and diphthongs; (9) common irregular words and suffixes; (10) irregular vowel spelling patterns; and (11) irregular consonant spelling patterns. The subtests must be administered in this order. The Evaluator's Handbook contains directions for administering, scoring, and interpreting each level. The Individual Pupil Packet contains pretests and posttests for each level, worksheets for recording scores and evaluator comments, and a record form for recording a student's progress at each level. (CP)

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TM 009 603

Evaluator's Handbook

TM009 603

Bloomfield - Barnhart
Developmental Reading Mastery Test

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EVALUATOR'S HANDBOOK

Bloomfield-Barnhart

Developmental Reading Mastery Test

Cynthia A. Barnhart

and

Robert K. Barnhart

with the assistance of

Lora Moroni

Vivian Rosskamm

and

Susan Otterbourg

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Introduction

The Bloomfield-Barnhart Skills Mastery Test is designed to determine if a pupil has mastered basic reading in a sequence of steps. Beginning with prereading and ending with irregular but common spelling patterns of English, it is based on the principles of the Bloomfield-Barnhart developmental reading program, Let's Read and the parent text, LET'S READ: A Linguistic Approach. The progression of test levels follows the sequence of Let's Read, beginning with those spelling patterns which form the core of written English and advancing through patterns which are increasingly irregular and, by definition, more difficult.

In order to be a fluent reader, a pupil must first be an automatic decoder. Therefore, especially in the first levels, decoding (oral reading) and its inverse (spelling) are given primary emphasis with meaning and syntax evaluated by means of relatively simple exercises. Gradually language knowledge of a more general (or inductive) sort becomes obviously and increasingly the focus of attention. For example, in earlier levels, pupils read and spell single words, complete only simple, declarative sentences. In the later levels, pupils are asked to read orally complete passages, spell from sentence dictation, rewrite misordered sentences, and finally, answer questions about comprehension passages which include independent writing. Each of these skills is gradually developed as the pupil becomes a more masterful user of the written code; the Bloomfield-Barnhart Skills Mastery Test reflects this growing control by leading the pupil up to each increasing degree of difficulty in the evaluative tasks set before him.

The Bloomfield-Barnhart Skills Mastery Test is both a diagnostic and evaluative instrument for any pupil and any reading program. An analysis of pupil responses will give a precise picture of individual strengths and weaknesses and allow the evaluator to prescribe an individualized remedial or developmental program based on objectively determined characteristics. Similarly, as a pupil progresses through Let's Read his mastery of each level can be objectively assessed by administering the Skills Mastery Test.

We have designed a test which is easy to administer, unintimidating to the subject and non-discriminatory in character. The Evaluator's Handbook explains in detail purposes and procedures for each test level and gives the user guidelines for advancement or remediation depending on individual results. The pupil worksheets are fairly short, simple and uncluttered. We hope that by providing an uncomplicated yet precise test format the evaluator and/or teacher will be able to integrate instruction and objective measurements of mastery into the classroom thereby perhaps identifying special needs before they become difficulties.

The manuscript was prepared with the help of Vivian Rosskamm, formerly Head Teacher of the Kingsbury Lab School, Washington, D.C. and now Language Arts Teacher, Department of Alternative Centers, Montgomery County Public Schools, Maryland; Lora T. Moroni, Title I and Language Arts Coordinator of the Bethel Park Schools, Bethel Park, Pennsylvania; and Susan Otterbourg, formerly Title I Coordinator and now Assistant Coordinator Title I / SCE, Ridgewood Public Schools, Ridgewood, New Jersey. Professionals with long experience in teaching and testing, they have contributed practical and theoretical expertise which has been of immeasurable help. I am grateful for

their willingness to see this project through to completion and their determination to keep to our original conception.

The Bloomfield-Barnhart Developmental Reading Mastery Test has been used prior to publication. In Bethel Park, Pennsylvania, it was used to identify pupil needs for summer school and evaluate their subsequent progress; this included kindergarten, first, and second grade children among eight elementary schools. An evaluation of the school-wide basic reading program at the Bunker Hill School, Paterson, New Jersey included all pupils in the school. On the basis of the trials the schools have elected to integrate the Developmental Reading Mastery Test into their regular instructional programs.

The final version of the Bloomfield-Barnhart Skills Mastery Test has been critically read by members of the Let's Read Advisory Committee and I am indebted to them for their comments and suggestions.

We wish to thank Anne-Luise Bartling for her editorial assistance and for stylizing the final test manuscript.

Let's Read Advisory Committee:

Robert Dumais, Special Education Coordinator, Westport, Massachusetts Public Schools

Lora T. Moroni, Language Arts Coordinator, Bethel Park Schools, Bethel Park, Pennsylvania

Susan Otterbourg, formerly Title I Coordinator and now Assistant Coordinator Title I / SCE, Ridgewood Public Schools, New Jersey

Thomas Parker, The Thomas Parker School, Carmichael, Cal.fornia

Vivian Rosskamm, formerly Head Teacher of the Kingsbury Lab School, Washington, D.C., now Language Arts Teacher Secondary Learning Center of the Montgomery Public Schools, Maryland

Dr. Lal Sharma, Psychologist, Moncton, New Brunswick, Canada

Riva Trugman, Educational Therapist, Ridgewood, New Jersey

Sequence

Level Readiness ---------- Handbook pp 15-16

directionality (exercise 1)
sequence (exercise 2)
discrimination of shapes (exercise 3 and 4)

Level ABC ---------- Handbook pp 17-20

pre- and post-test forms ABCa, ABCb
letter recognition, linear arrangement (part 1)
matching upper and lower case letters (part 2)

Level 1 ---------- Handbook pp 21-24

pre- and post-test forms 1a, 1b
reading monosyllables with a as in cat (part 1)
writing monosyllables (a) (part 2)
context reading to supply the missing word (part 3)
discrimination of sense and nonsense (part 4)

Level 2 ---------- Handbook pp 25-28

pre- and post-test forms 2a, 2b
reading monosyllables with i as in bit, u as in but (part 1)
writing monosyllables (i, u) (part 2)
context reading to supply missing word (part 3)
discrimination of sense and nonsense (part 4)

Level 3 ---------- Handbook pp 29-32

pre- and post-test forms 3a, 3b
reading monosyllables with e as in get, o as in got (part 1)
writing monosyllables (e, o) (part 2)
context reading to supply missing word (part 3)
discrimination of sense and nonsense (part 4)

Level 4 ---------- Handbook pp 33-36

pre- and post-test forms 4a, 4b
- reading monosyllables with initial or final consonants added (part 1)
- writing monosyllables with consonant clusters (part 2)
- context reading to supply missing word (part 3)
- discrimination of sense and nonsense (part 4)

Level 5 ---------- Handbook pp 37-40

pre- and post-test forms 5a, 5b
- reading short vowel monosyllables with added consonants, blends, digraphs, and double consonants (part 1)
- writing monosyllables with clustered consonants (part 2)
- context reading to supply missing word (part 3)
- discrimination of sense and nonsense (part 4)

Level 6 ----------Handbook pp 41-44

pre- and post-test forms 6a, 6b
- reading regular long vowels (part 1)
- writing regular long vowels (part 2)
- context reading to supply missing word (part 3)
- discrimination of sense and nonsense (part 4)

Level 7 ---------- Handbook pp 50-54

pre- and post-test forms 7a, 7b
- reading irregular and multisyllable words (paragraph) (part 1)
- sentence completions (adverbs and pronouns) (part 2)
- spelling dictation (part 3)
- reading for meaning (part 4)

Level 8 ---------- Handbook pp 55-61

pre- and post-test forms 8a, 8b
- oral reading (paragraph) (part 1)
- sentence completions (inflected forms) (part 2)
- spelling dictation (part 3)
- reading and writing for meaning (part 4)

Level 9 ---------- Handbook pp 62-68

pre- and post-test forms 9a, 9b
oral reading (paragraph) (part 1)
spelling dictation (part 2)
reading and writing for meaning (part 3)

Index to mastery scores/percentile equivalents ---------- pp 69-75

Objectives

The purpose of the Bloomfield-Barnhart test is to determine exactly what reading skills a pupil has developed. These are skill-level not grade-level tests. The sequence of skills is based on Let's Read by Leonard Bloomfield, Clarence L. Barnhart, Robert K. Barnhart, and the masterbook, LET'S READ: A Linguistic Approach. The Bloomfield-Barnhart developmental reading program breaks down the task of learning to read into the sequence described below.

B-B test level	B-B Let's Read	Skill Sequence
readiness	pre-ABC	shape discrimination, directionality
ABC	LR ABC's	letter recognition
1	LR 1	short vowel monosyllables with a
2	LR 2	short vowel monosyllables with i, u
3	LR 3	short vowel monosyllables with e, o
4	LR 4	short vowel monosyllables with simple blends
5	LR 5	short vowel monosyllables with consonant clusters and digraphs
6	LR 6	regular long vowels and diphthongs
7	LR 7	commonest irregular words and suffixes
8	LR 8	irregular vowel spelling patterns
9	LR 9	irregular consonant spelling patterns

The Developmental Reading Mastery Test breaks down various elements to the point where it is possible to determine fairly precisely which early reading skills are mastered. The pupil must also demonstrate accuracy in writing what can be read at any given level. This is not a test of inherent ability. Rather, it is an objective evaluation of a sequence of skills which all practiced readers possess and nonreaders do not.

The mastery test will evaluate how well a pupil has learned the material presented in the various editions of Let's Read. Provision is made for pre- and post-tests for all parts. Mastery implies that a Let's Read pupil should have a nearly perfect test. Many incorrect responses indicate an imperfect understanding of material covered.

Procedures: through Level 6

Each level is an individualized mastery test for any pupil to be administered to groups (or individuals) with the exception of oral reading (part 1, see note below). No evaluation should take much time and if a pupil finds a part difficult he clearly has reached his appropriate skill level.

The evaluation should follow standard procedures given for each test level and by reading to pupils directions marked by the symbol (Ev) .

There is no time limit on these tests, but they should not take more than ten or fifteen minutes to do individually.

part 1: oral reading, miscue analysis

There is no effective way to check accuracy except by having the pupil individually read each word to the examiner. The examiner will mark on the master sheet incorrect responses and the type of inaccuracy. For example, if the word shot is read as shout, the error is medial and a check should be made in the appropriate box (M) provided. If bad is read as dad, the error is initial and the appropriate box (I) marked. Ban read as bam is a final error and the box (F) should be marked. By noting and analyzing errors in this way, patterns of error emerge. This is why individual oral reading is so important.

Note: Alternate procedure.
If the examiner has some difficulty in managing this part of the test, it is suggested that a volunteer or some other teacher come into the class to hear the oral reading. Or, while pupils are working on parts 3 and 4, the examiner could hear part 1 with others.

part 2: spelling

Lists of single words are dictated.

part 3: comprehension

Pupils complete sentences from choice of words given. Independent work given to a group.

part 4: discrimination of sense and nonsense

Nonsense sentences are changed to make sense. Independent work given to a group.

Pupil profile evaluation sheet, checklist, summary sheet.

The evaluation and summary sheets form the pupil's record and provide a continuing profile of progress. A comparison of pre- and post-test responses will clarify the pupil's growing mastery of reading skills. These records will be helpful to a tutor beginning to teach a pupil remedially or as points of reference for the classroom teacher throughout the year. Space is given for comments: specifically note patterns of error, recommendations for instruction, analysis of pupil's performance.

Example of a completed checklist for level 3 follows.

checklist			3a	3b
evaluator				
consonants	initial		mastery	mastery
	final		poor	mastery
vowels			e, o poor	good
reading fluency		1	slow	good
		3	halting	good
		4	halting	good
mastered	Let's Read 3		not yet	mastery
	Bethel Park I (25-36)			

Comments: 3a Pupil needs review of LR 3, suggest Bethel Park Ed. I. Does not look at entire word, finds vowel shifts difficult. More spelling/writing practice needed.

3b Post-test shows much better grasp of vowel values. Looks more carefully as shown by improvement in scores. Difference between fluency in 1 and 3, 4 suggests single words out of context more difficult for this pupil. Ready for LR 4. Try a slower pace until new facts are firmly learned.

Discussion:

Numerical scores which might produce this checklist profile follows:

3a part 1. oral reading (mastery 9/10)
pupil score 6/10 (all medial or final errors)

part 2. spelling (mastery 8/10)
pupil score 5/10 (again, all medial and final errors)

part 3. sentence completions (mastery 4/5)
pupil score 3/5 (inaccurate decoding)

part 4. nonsense to sense sentences (mastery 4/5)
pupil score 2/5 (inaccurate decoding)

Pupil's actual cumulative score was 16/30: 53%.
Mastery is 25/30: 83%.

3b part 1. oral reading (mastery 9/10)
pupil score 9/10

part 2. spelling (mastery 8/10)
pupil score 9/10

part 3. sentence completions (mastery 4/5)
pupil score 5/5

part 4. nonsense to sense sentences (mastery 4/5)
pupil score 4/5

Pupil's actual cumulative score was 27/30: 90%.
Mastery is 25/30: 83%.

Summary sheet:

Using the example given above for levels 3a and 3b, the evaluator would:

1. transfer to the summary sheet the pupil's actual cumulative score and equivalent percent score for 3a and 3b;
2. on summary sheet note any recommendations made under checklist comments after the pre-test and post-test had been completed.

Directions

This is a developmental reading skills test and must be administered in the order given:

1. Mastery test for each level.

   Administer as pupils complete each appropriate segment of Let's Read (see table, Handbook p.8). The Readiness test should be given to pupils before work in Let's Read ABC's. When administering a test a second time use form b.

2. Diagnostic test--all new pupils, adult nonreaders, delayed readers.

   Pupils who enter a classroom using Let's Read will need evaluation according to sequence of Let's Read. Likewise, any remedial pupil will need to be evaluated to determine what skills he has mastered. After determining a pupil's level of mastery work can then begin in Let's Read at the level appropriate to his skill.

   Administer Readiness before Level ABC. If a mastery score is achieved continue with Levels 1, 2, 3, etc. until the point is reached where the pupil clearly has not yet mastered particular skills.

   By administering tests in sequence and beginning at the most basic level, the subject is gradually led up to his proficiency. It is better to work up to the frustration level than to confront it. Results at each level complete the analysis of skills mastered by the pupil. The evaluator is thus able to write a true description of the pupil's mastery and on the basis of it to develop an appropriate individualized program for diagnostic teaching.

(Ev) indicates standardized evaluator directions to be given verbatim.

Level: Readiness

The readiness test focuses on directionality and discrimination skills which are an integral part of actual reading instruction. They are formally taught in Let's Read ABC's but it should first be established that a pupil has some familiarity with them.

Administer Level Readiness before beginning work in Let's Read ABC's (test Level ABC). One test form only with two copies provided.

Note: Have the pupils use colored felt markers, pencils, or crayons to mark these tests.

part 1 (group exercise). Directionality (left-to-right). Understanding questions.

(By) Where will the ball go? Draw a line to show where it will go.
Where did the ball go? Make a mark on the picture to show where it went.
Where will the wagon go? Draw a line to show where it will go.
Where did the wagon go? Make a mark on the picture to show where it went.
Where will the tiger go? Draw a line to show where it will go.
Where did the tiger go? Make a mark on the picture to show where it went.

part 2 (individual exercise). Sequence and directionality (processing a sequence of events, following linear arrangement and recognizing direction).

(By) These pictures tell a story.
Look at them carefully.
Now tell me the story.
What happens first?
Which animal is chasing the other?
How does the story end?

part 3 (group exercise). Recognizing differences.

Put an example on the board and do it with the pupils.

Be sure the pupils understand the directions.

Ⓔv Mark the different shape in each row.

part 4 (group exercise). Recognizing pairs of shapes (similarities and differences). Put an example on the board and do it with the pupils. Be sure they understand the directions. Use a line marker and do the exercise line by line.

Ⓔv (for each line) Color one pair of shapes red.
Color the other pair of shapes green.
Color the different shape blue.

Scoring:

1. Check appropriate evaluation for the pupil on the evaluation sheet.

   Note: To some degree this is a subjective evaluation, merely indicating if a pupil is receptive to directions, has a sense of directionality, sequence, difference and similarity. Evaluation should be as specific as possible, limited to what is shown on these pages.

2. Satisfactory responses indicate pupil is ready to begin work in Let's Read ABC's.
3. Unsatisfactory responses indicate pupil needs more instruction in skills specified before readministering test.

Level ABC

Comments: Level ABC part 1 has only one form but the pupil is asked to mark different letters for the pre- and post-test. Part 2, matching upper and lower case letters, has 2 forms.

Procedure: part 1

1. Ask the pupil(s) to mark each letter as it is called beginning with line 1 through line 10.
2. The pupil must go from left to right in each line as the letters are arranged in sequence. Use line markers with kindergarten pupils. As each line is completed tell them to move their markers to the next line.
3. Put an example on the board. Do it with the pupils. Erase before beginning test.
4. (Ev) Mark the following letters in order as I read them:

line	pre-test	post-test
1	V, I, H	A, T, F
2	O, Q, K, d	G, O, d, Y
3	g, q, y	p, j, c
4	R, c, j	B, K, i
5	b, L, f	t, I, L
6	a, p, m	Z, V, m
7	D, w, z	R, w, s
8	e, r, u	e, W, n, u
9	x, s, N	X, U, N
10	b, q, t, h	d, q, h

Do not differentiare between capital and lower case letters when reading them to pupils.

part 2

1. Pupil(s) draw a line between upper and lower case letters: A with a, Z with z, etc.
2. Put an example on the board and do it with the pupils. Erase it before beginning test.
3. (BV) Draw a line between the letters that match.

Scoring:

part 1

1. 3-5 random errors may be due to not hearing the letter-names as they are called. Check.
2. More than 5 errors, analyze for reversals.
3. Have pupil(s) with more than 5 errors name the shapes; it is possible to be familiar with shapes and not know names. This is only half-mastery of letter-recognition skill necessary for beginning reading.
4. Record score and comments on checklist provided.

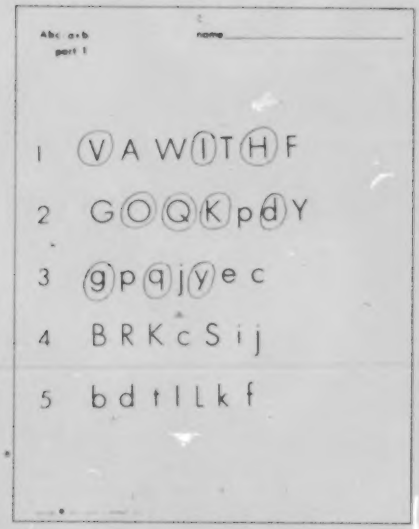
part 2

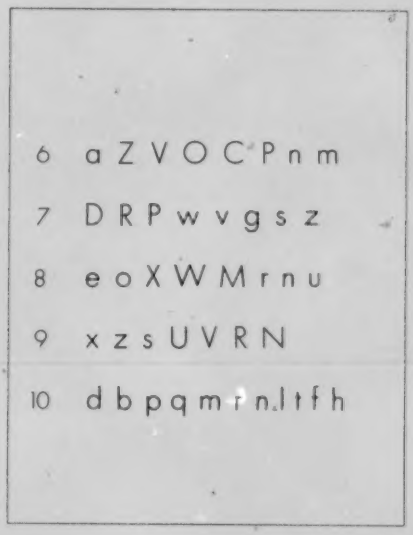
1. Analyze errors to see if they are confined to variant upper and lower case letter forms.
2. Compare errors on part 1 to see if similar errors run throughout both parts.
3. Any errors at all on this part show that the pupil has not yet mastered letter-recognition. Check to be sure the errors are not the result of carelessness either by going over the just-completed test or asking the pupil to redo it. Note on the evaluation sheet if this has been done.

Evaluation:

1. A mastery score indicates that the pupil is ready for formal reading instruction.
2. Scores below mastery indicate a need for further teaching and review. After appropriate review (see ABC manual for reinforcement suggestions: contrasting letter drills, writing letters, using cut-out letter shapes and/or letter segments to make whole letters, etc.), administer level ABC form b. If results are satisfactory, begin instruction in Let's Read 1 or Bethel Park Ed. I (lessons 1-8).

Examples of pupil worksheets for ABC and ABC part 1, forms a and b, follow. They are correctly marked for both tests.





Abc a
part 2
name
q D X c
g Q
x b
B G
d C
m A T
Z n
p L
N z
l M
t a P

y R H k
K V
W w
h Y
v r
s O U f
i E
F J
u l
j e S o

Abc b
part 2
name
g A B C
k
h D
c E
l F
e G
j H
i
f I
d
b
a L K J

z P M N O P
s Q
t R
v S
y T
x U
w V
o W
r X
q Y
m Z
u n

Level 1

Comments: Level 1 evaluates pupil's mastery of basic alphabetic spelling patterns with the medial vowel a. This is equivalent to material covered in Let's Read 1 or lessons 1-8 in Let's Read Bethel Park Ed. I. (See table, Handbook p. 8)
Level 1a is a pre-test, 1b is a post-test.

Procedure: part 1

1. Pupils individually read list aloud to evaluator. Check errors in appropriate boxes on evaluation sheet. This is important as it provides accurate miscue analysis for later use in determining instructional needs. Note any substitutions.
2. If pupil cannot read a word have him try to read it after spelling it aloud. (Note if pupil must do this in order to give a correct response.)
3. If response is correct, make no notation on master sheet.

part 2

1. Pupils write list of words on lines provided as dictated by evaluator.
2. Repeat each word. Be sure pupils have heard each word as it was read. Ask them to repeat the first two.
3. Dictate the following lists of words for part 2 level 1a and 1b.
4. (Ev) Write these words on the spaces given on your paper. I will read them to you and you write them down.

1a			1b		
at	cat	bag	am	pan	
fat	sat	tag	ham	van	sap
fan	sad		had	vat	map
can	bad		pad	sat	

part 3

1. Pupils read sentences to themselves and fill in blanks from list at the right.
2. Do an example on the board with the pupils taken from either test form not being used.
3. When administered individually or in small groups it is possible to determine whether or not connected reading is halting or fluent.

part 4

1. Pupils read sentences to themselves and cross out the added word which makes each sentence nonsensical.
2. Do an example on the board with the pupils taken from whichever test form is not being used.

Scoring:

1. Record number of correct responses for each part on the evaluation sheet. For example, if a pupil makes 4 errors in part 1, indicate this by marking the score 6/10. The mastery score is given with each part on the evaluation sheet.
2. Comparison of actual scores with mastery scores and types of errors will clarify each pupil's strengths and weaknesses: part 1, decoding; part 2 spelling; parts 3 and 4, comprehension, syntax.

Note: More than one error in parts 3 and/or 4 indicates either lack of comprehension or more likely decoding not automatic enough to permit attention to meaning.

Evaluation:

1. A pupil with a mastery score at level 1 is ready to continue with Let's Read 2 or Bethel Park Ed. I (lesson 9-16).
2. Pupils with scores not approaching a mastery level need to review Let's Read 1 or Bethel Park Ed. I (lessons 1-8).
3. Administer level 1b as a post-test and proceed with further work in Let's Read if pupil scores are satisfactory.

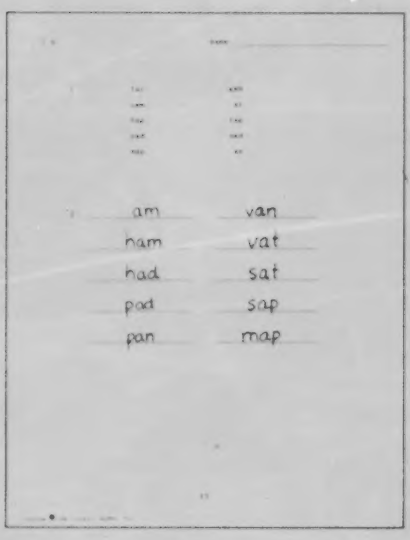
Diagnosis and placement:

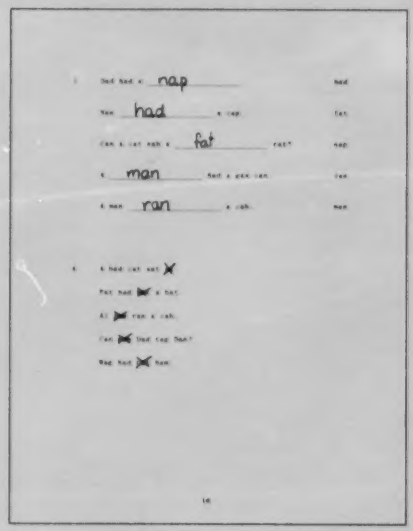
1. If scores on level 1a approach mastery, administer level 2a.
2. An unsatisfactory 1a test places the pupil in Let's Read 1 or Bethel Park Ed. I (lessons 1-8) with additional alphabet review. Many errors indicate the pupil has not mastered these alphabetic patterns.
3. After pupil has received appropriate instruction in Let's Read 1 or Bethel Park Ed. I (lessons 1-8), administer 1b as a post-test before proceeding with Let's Read 2 or Bethel Park Ed. I (lessons 9-16).

Examples of pupil worksheets for level 1, forms a and b, follow. They are correctly filled in and the evaluator can use them as answer sheets.

at
fat
fan
can
cat
sat
sad
bad
bag
tag

sat
Tad
tag
ran
ham


am
ham
had
pad
pan
van
vat
sat
sap
map


nap
had
fat
man
ran

Level 2

Comments: Level 2 evaluates pupil's mastery of basic alphabetic spelling patterns with the medial vowels i and u. This is equivalent to material covered in Let's Read 2 or Bethel Park I (lessons 9-24).
Level 2a is a pre-test, 2b is a post-test.

Procedure: part 1

1. Pupils individually read list aloud to evaluator. Check errors in appropriate boxes on evaluation sheet. This is important as it provides accurate miscue analysis for later use in determining instructional needs. Note any substitutions.
2. If pupil cannot read a word have him try to read it after spelling it aloud. (Note if pupil must do this in order to give a correct response.)
3. If response is correct, make no notation on master sheet.

part 2

1. Pupils write list of words on lines provided as dictated by evaluator.
2. Repeat each word. Be sure pupils have heard each word as it was read. Ask them to repeat the first two.
3. Dictate the following lists of words for part 2 level 2a and 2b.

(By) Write these words on the spaces given on your paper. I will read them to you and you write them down.

2a			2b		
fin	hit	sip	big	mid	rib
fun	hut	sup	bug	mud	rub
bid	rim		pin	pip	
bud	rum		pun	pup	

part 3

1. Pupils read sentences to themselves and fill in blanks from list at the right.
2. Do an example on the board with the pupils taken from either test form not being used.
3. When administered individually or in small groups it is possible to determine whether or not connected reading is halting or fluent.

part 4

1. Pupils read sentences to themselves and cross out the added word which makes each sentence nonsensical.
2. Do an example on the board with the pupils taken from whichever test form is not being used.

Scoring:

1. Record number of correct responses for each part on the evaluation sheet. For example, if a pupil makes 4 errors in part 1, indicate this by marking the score 6/10. The mastery score is given with each part on the evaluation sheet.
2. Comparison of actual scores with mastery scores and types of errors will clarify each pupil's strengths and weakness: part 1, decoding; part 2, spelling; parts 3 and 4, comprehension, syntax.

> Note: More than one error in parts 3 and/or 4 indicates either lack of comprehension or more likely decoding not automatic enough to permit attention to meaning.

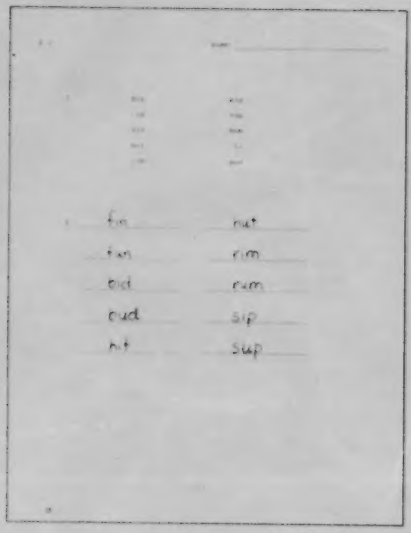
Evaluation:

1. A pupil with a mastery score at level 2 is ready to continue with Let's Read 3 or Bethel Park Ed. I (lessons 25-36).
2. Pupils with scores not approaching a mastery level should review Let's Read 2 or Bethel Park Ed. I (lessons 9-24).
3. Administer Level 2b as a post-test and proceed with Let's Read 3 or Bethel Park Ed. I (lessons 25-36) if pupil scores are satisfactory.

Diagnosis and placement:

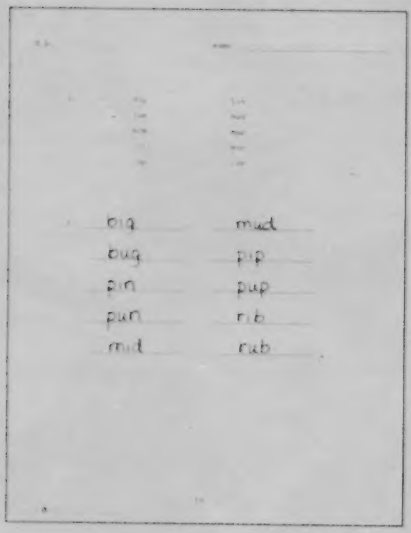
1. If scores on level 2a approach mastery, administer level 3a.
2. An unsatisfactory 2a test places the pupil in Let's Read 2 or Bethel Park Ed. I (lessons 9-24). Many errors indicate the pupil has not mastered these alphabetic patterns.
3. After pupil has received appropriate instruction in Let's Read 2 or Bethel Park Ed. I (lessons 9-24), administer 2b as a post-test before proceeding with Let's Read 3 or Bethel Park Ed. I (lessons 25-36).

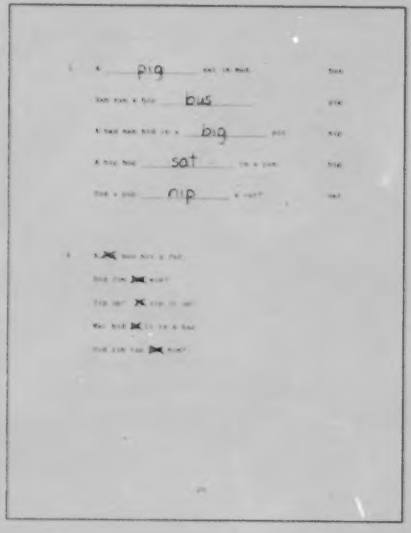
Examples of pupil worksheets for level 2, forms a and b, follow. They are correctly filled in and the evaluator can use them as answer sheets.



fin nut
fun rim
bid rum
bud sip
hit sup

sat
bun
cut
dug
pup



big mud
bug pip
pin pup
pun rib
mid rub

pig
bus
big
sat
nip

Level 3

Comments: Level 3 evaluates the pupil's mastery of basic alphabetic spelling patterns with the medial vowels e and o. This segment is equivalent to material covered in Let's Read 3 or Bethel Park Ed. I (lessons 25-36).
Level 3a is a pre-test, 3b is a post-test.

Procedure: part 1

1. Pupils individually read list aloud to evaluator. Check errors in appropriate boxes on evaluation sheet. This is important as it provides accurate miscue analysis for later use in determining instructional needs. Note any substitutions.
2. If pupil cannot read a word have him try to read it after spelling it aloud. (Note if pupil must do this in order to give a correct response.)
3. If response is correct, make no notation on master sheet.

part 2

1. Pupils write list of words on lines provided as dictated by evaluator.
2. Repeat each word. Be sure pupils have heard each word as it was read. Ask them to repeat the first two.
3. Dictate the following lists of words for part 2 level 3a and 3b.

(Ev) Write these words on the spaces given in your paper. I will read them to you and you write them down.

3a			3b		
get	hep	yes	let	nut	yon
got	hop	yet	lot	not	yen
Ned	den		red	pep	
nod	Don		rod	pop	

part 3

1. Pupils read sentences to themselves and fill in blanks from list at the right.
2. Do an example on the board with the pupils taken from either test form not being used.
3. When administered individually or in small groups it is possible to determine whether or not connected reading is halting or fluent.

part 4

1. Pupils read sentences to themselves and cross out the added word which makes each sentence nonsensical.
2. Do an example on the board with the pupils taken from whichever test form is not being used.

Scoring:

1. Record number of correct responses for each part on the evaluation sheet. For example, if a pupil makes 4 errors in part 1, indicate this by marking the score 6/10. The mastery score is given with each part on the evaluation sheet.
2. Comparison of actual scores with mastery scores and types of errors will clarify each pupil's strengths and weaknesses: part 1, decoding; part 2, spelling; parts 3 and 4, comprehension, syntax.

Note: More than one error in parts 3 and/or 4 indicates either lack of comprehension or more likely decoding not automatic enough to permit attention to meaning.

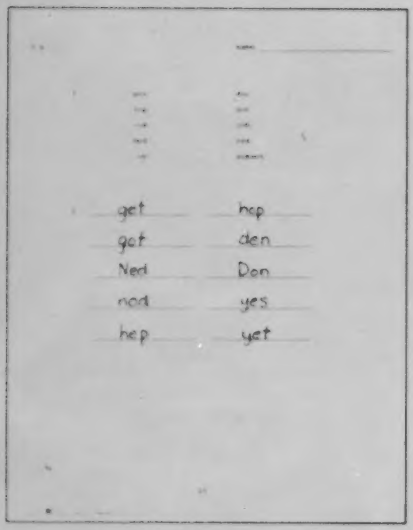
Evaluation:

1. A pupil with a mastery score at level 3 is ready to continue with Let's Read 4 or Bethel Park Ed. II (lessons 37-50).
2. Pupils with scores not approaching a mastery level should review Let's Read 3 or Bethel Park Ed. I (lessons 25-36).
3. Upon completion of review, administer level 3b as a post-test before proceeding with Let's Read 4 or Bethel Park Ed. II (lessons 37-50).

Diagnosis and placement:

1. If scores on level 3a approach mastery, administer level 4a.
2. An unsatisfactory 3a test places a pupil in Let's Read 3 or Bethel Park Ed. I (lessons 25-36). Many errors indicate the pupil has not mastered these alphabetic patterns.
3. After pupil has received appropriate instruction in Let's Read 3 or Bethel Park Ed. I (lessons 25-36), administer 3b as a post-test before proceeding with Let's Read 4 or Bethel Park Ed. II (lessons 37-50).

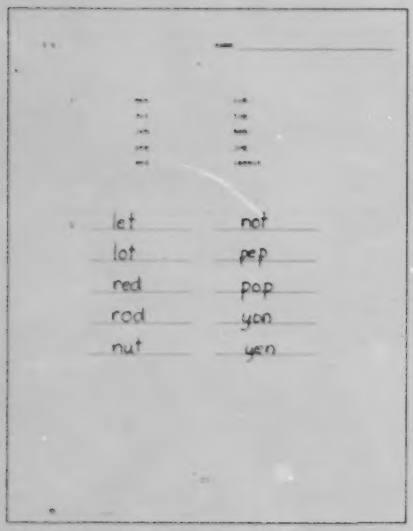
Examples of pupil worksheets for level 3, forms a and b, follow. They are correctly filled in and the evaluator can use them as answer sheets.

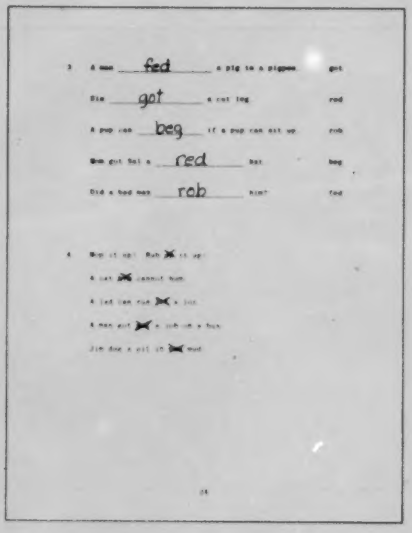

get
hep
got
den
Ned
Don
nod
yes
hep
yet

1 Big Pig can sit on a bag ban
Ned fed a pet hen den
A bug sat in a pat on
Mom got a red hat Ted
Ten fat men sat in a big bus pat

4 Tod met Tom at a bus.
Fat Cat sat on a pot top.
A big bad bug bit Ted.
Nat sat in a pit!
A man had a cap on a cot.

22


let
not
lot
pep
red
pop
rod
yon
nut
yen


3 A man fed a pig in a pigpen. got
Ben got hit a cat leg. rod
A pup can beg if a pup can sit up. rob
Ben got hit a red bat. bag
Did a bad man rob him? rod

4 Rap it up! Rub it up.
A cat cannot run.
A jet can run a lot.
A man sat a rob on a bus.
Jim dug a pit in mud.

Level 4

Comments: Level 4 evaluates a pupil's mastery of consonant clusters and blends formed by adding one or more consonants to alphabetic monosyllables. These patterns are taught in Let's Read 4 and in Bethel Park Ed. II (lessons 37-50). Level 4a is a pre-test, 4b is a post-test.

Procedure: part 1a

1. Pupils individually read list aloud to evaluator.
2. Check errors in appropriate boxes on evaluation sheet. Space is provided for only initial, medial, and final errors. Even though each word may have more than one consonant at either the beginning or end of it, the question is whether or not they form a whole unit for the pupil (i.e. rub-scrub; tem-tempt).
3. Make no notation if word is correctly read.

part 1b

1. Pupils individually read list aloud to evaluator.
2. Note that initial error in this case is a misread vowel. Mark errors accordingly, writing in word as misread by the pupil.

part 2

1. Pupils write list of words on lines provided as dictated by evaluator.
2. Repeat each word. Be sure pupils have heard each word as read by asking them to repeat the first two.
3. Dictate the following lists of words for part 2 level 4a and 4b.

(EV) Write these words on the spaces given on your paper. I will read them to you and you write them down.

4a		4b	
snag	twin	swam	left
sped	hand	tuft	skin
drop	wept	drag	glen
strum	hunt	pond	fist
clap	kilt	dusk	stop

part 3

1. Pupils read sentences to themselves and fill in blanks from list at the right.
2. Do an example on the board with the pupils taken from either test form not being used.
3. When administered individually or in small groups it is possible to determine whether or not connected reading is halting or fluent.

part 4

1. Pupils read sentences to themselves and cross out the added word which makes each sentence nonsensical.
2. Do an example on the board with the pupils taken from whichever test form is not being used.

Scoring:

1. Record number of correct responses for each part on the evaluation sheet. For example, if a pupil makes 4 errors in part 1a, indicate this by marking the score 6/10. The mastery score is given with each part on the evaluation sheet.
2. Comparison of actual scores with mastery scores and types of errors will clarify each pupil's strengths and weaknesses in specific areas tested: part 1, decoding; part 2, spelling; parts 3 and 4, comprehension, syntax.

Note: More than one error in parts 3 and/or 4 indicates either lack of comprehension or more likely decoding not automatic enough to permit attention to meaning.

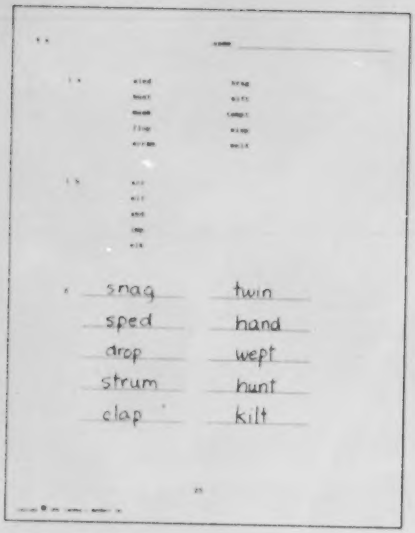
Evaluation:

1. A pupil with a mastery score at level 4 is ready to continue with Let's Read 5 or Bethel Park Ed. II (lessons 51-71).
2. Pupils with scores not approaching a mastery level need to review Let's Read 4 or Bethel Park Ed. II (lessons 37-50).
3. After review, administer level 4b as a post-test and proceed with Let's Read 5 or Bethel Park Ed. II (lessons 51-71) if results are satisfactory.

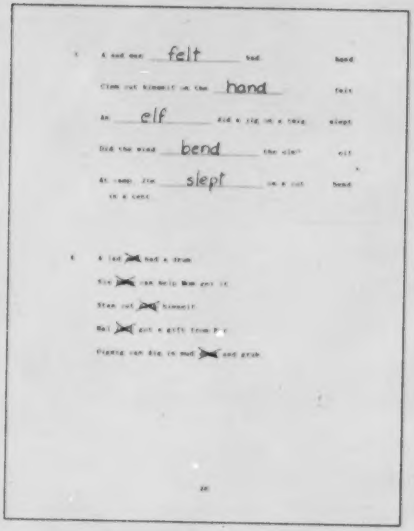
Diagnosis and placement:

1. If scores on level 4a approach mastery, administer level 5a.
2. An unsatisfactory 4a test places the pupil in Let's Read 4 or Bethel Park Ed. II (lessons 37-50). Many errors indicate that the pupil has not mastered these spelling patterns of consonant blends and clusters.
3. After pupil has received appropriate instruction in Let's Read 4 or Bethel Park Ed. II (lessons 37-50), administer 4b as a post-test before proceeding with Let's Read 5 or Bethel Park Ed. II (lessons 51-71).

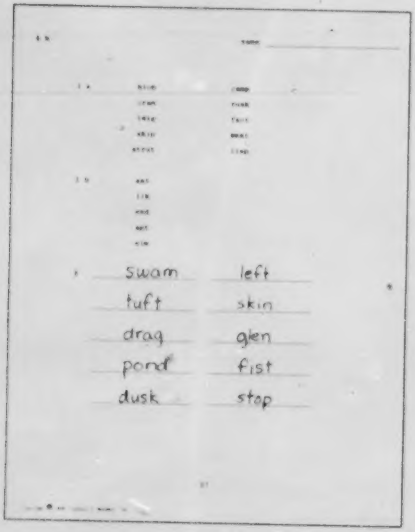
Examples of pupil worksheets for level 4, forms a and b, follow. They are correctly filled in and the evaluator can use them as answer sheets.



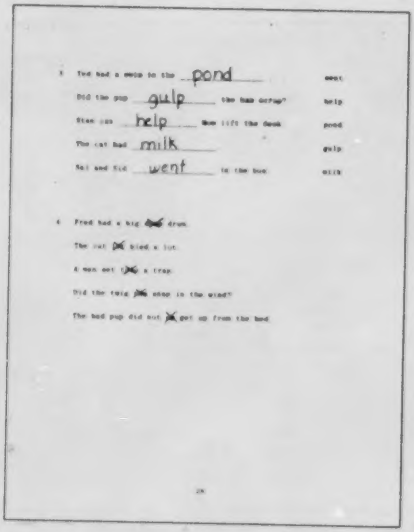
snag	twin
sped	hand
drop	wept
strum	hunt
clap	kilt



felt
hand
elf
bend
slept



swam	left
tuft	skin
drag	glen
pond	fist
dusk	stop



pond
gulp
help
milk
went

Level 5

Comments: Level 5 evaluates a pupil's mastery of consonant blends, digraphs, and doubled consonants. These spelling patterns are taught in Let's Read 5 and in Bethel Park Ed. II (lessons 51-71).
Level 5a is a pre-test, 5b is a post-test.

Procedure: part 1a

1. Pupils individually read list aloud to evaluator.
2. Check errors in appropriate boxes on evaluation sheet. Misread initial or final blends or digraphs are single initial or final errors in this case (i.e. shut, flesh). A misread vowel is a medial error. (Note substitutions for misread words where appropriate.)
3. Make no notation if word is correctly read.

part 1b

1. Pupils individually read list aloud to evaluator.
2. Note that initial error in this case is a misread vowel. Mark errors accordingly, writing in word as misread by the pupil.

part 2

1. Pupils write list of words on lines provided as dictated by evaluator.
2. Repeat each word. Be sure pupils have heard each word as read by asking them to repeat the first two.
3. Dictate the following lists of words for part 2 level 5a and 5b.

(Ev) Write these words on the spaces given on your paper. I will read them to you and you write them down.

5a		5b	
brand	king	spring	punch
tank	shop	chest	wax
flash	chum	which	match
punch	miss	deck	fifth
whack	quilt	bank	prompt

part 3

1. Pupils read sentences to themselves and fill in the blanks from the choice of words provided below each blank. Do an example on the board with the pupils taken from either test form not being used.
3. When administered individually or in small groups it is possible to determine whether or not connected reading is halting or fluent.

part 4

1. Pupils read nonsense sentences to themselves and rewrite them so that the words are in proper order.
2. To be sure pupils understand this exercise, do an example on the board with them. Take a sentence from whichever test form is not being used.

Scoring:

1. Record number of correct responses for each part on the evaluation sheet. For example, if a pupil makes 4 errors in part 1a, indicate this by marking the score 6/10. The mastery score is given with each part on the evaluation sheet.
2. Comparison of actual scores with mastery scores and types of errors will clarify each pupil's strengths and weaknesses: part 1, decoding; part 2, spelling; parts 3 and 4, comprehension, syntax.

Note: More than one error in parts 3 and/or 4 indicates either lack of comprehension or more likely decoding not automatic enough to permit attention to meaning.

3. part 4: Three groups of words bracketed in each sentence constitute a unit. Misplaced words within the bracketed words constitutes one error. A perfect score for part 4 would be 9.

Evaluation:

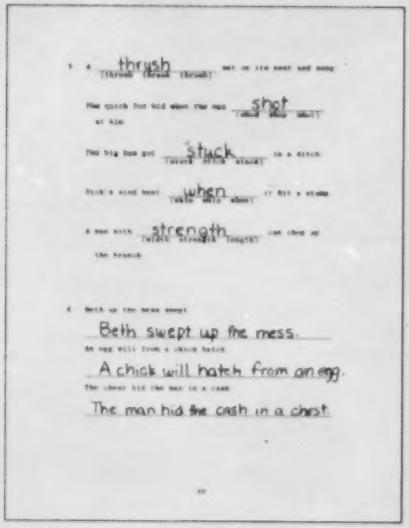
1. A pupil with a mastery score at level 5 is ready to continue with Let's Read 6 or the master book, LET'S READ: A Linguistic Approach, part III.
2. Pupils with scores not approaching mastery need to review Let's Read 5 or Bethel Park Ed. II (lessons 51-71).
3. After review, administer level 5b as a post-test and proceed with Let's Read 6 or the master book, part III if results are satisfactory.

Diagnosis and placement:

1. If scores on level 5a approach mastery, administer level 6a.
2. An unsatisfactory 5a test places the pupil in Let's Read 5 or Bethel Park Ed. II (lessons 51-71). Many errors indicate that the pupil has not mastered these spelling patterns of doubled consonants, consonant blends and digraphs.
3. After pupil has received appropriate instruction in Let's Read 5 or Bethel Park Ed. II (lessons 51-71), administer 5b as a post-test before proceeding with Let's Read 6 or the master book, part III.

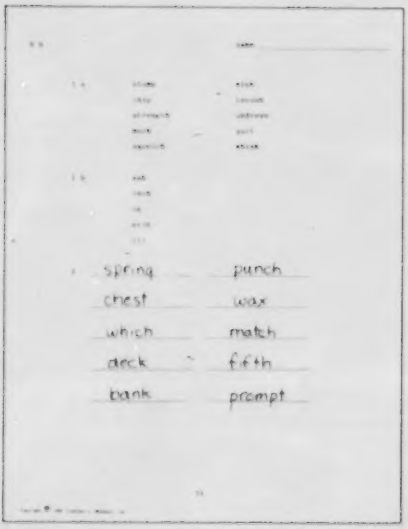
Examples of pupil worksheets for level 5, forms a and b, follow. They are correctly filled in and the evaluator can use them as answer sheets.

brand king
tank shop
flash chum
punch miss
whack quilt

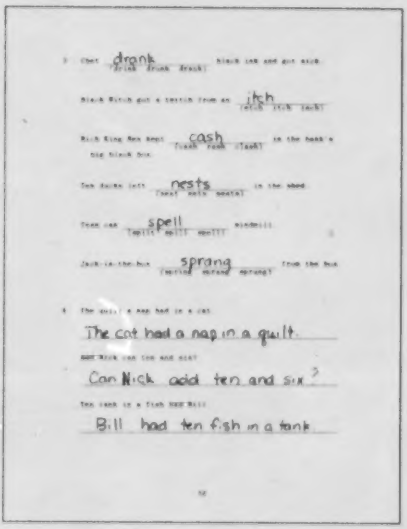


A thrush sat in the nest and sang
The quick fox hid when the man shot at him
The big bee got stuck in a ditch
Dick's aunt went when it hit a stump
A man with strength can chop up the branch

Beth swept up the mess
An egg will from a chick hatch
A chick will hatch from an egg.
The chest hid the man in a cash
The man hid the cash in a chest



spring punch
chest wax
which match
deck fifth
bank prompt



Chet drank black ink and got sick
Black Mitch got a switch from an itch
Rich King Rex kept cash in the bank a big black box
Ten dukes left nests in the wood
Tess can spell windmills
Jack in the box sprang from the box

The quilt a nap had in a cat
The cat had a nap in a quilt.
Can Nick add ten and six?
Ten cash in a fish had Bill
Bill had ten fish in a tank.

Level 6

Comments: Level 6 evaluates a pupil's mastery of common spellings such as eat, oat, day, etc. These patterns are taught in Let's Read 6 or the master book, part III.
Level 6a is a pre-test, 6b is a post-test.

Procedure: part 1

1. Pupils individually read list aloud to evaluator.
2. If the pupil does not automatically correct himself, write word as misread on line provided on evaluation sheet (i.e. den for dean, aid for ail, etc.). Make no notation if word is read correctly.

part 2

1. Pupils write list of words on lines provided as dictated by evaluator.
2. Repeat each word. Be sure pupils have heard each word as read by asking them to repeat the first two.
3. Dictate the following lists of words for part 2 level 6a and 6b.

(Ev) Write these words on the spaces given on your paper. I will read them to you and you write them down.

6a		6b	
ear	yowl	eat	heed
flee	raw	rinse	proof
stool	haunt	oak	leave
oar	soy	pouch	vain
ground	oil	lay	law
pain	solve	chow	join
sway	else	coy	fault

part 3

1. Pupils read each sentence to themselves and fill in the blanks from the choice of words provided below each blank.
2. Do an example on the board with the pupils taken from either test form not being used.
3. When administered individually or in small groups it is possible to determine whether or not connected reading is halting or fluent.

part 4

1. Pupils read nonsense sentences to themselves and rewrite them so that the words are in proper order.
2. To be sure pupils understand this exercise, do an example on the board with them. Take a sentence from whichever test form is not being used.
3. Each significant group of words is bracketed on the score sheet. The pupil's arrangement of words should fall into these groupings in order to make sense.

Scoring:

1. Record number of correct responses for each part on the evaluation sheet. For example, if a pupil makes 4 errors in part 1, indicate this by marking the score 10/14. The mastery score is given with each part on the evaluation sheet.
2. Comparison of actual scores with mastery scores and types of errors will clarify each pupil's strengths and weaknesses: part 1, decoding; part 2, spelling; part 3 and 4, comprehension, syntax.

Note: More than one error in parts 3 and/or 4 indicates either lack of comprehension or more likely decoding not automatic enough to permit attention to meaning.

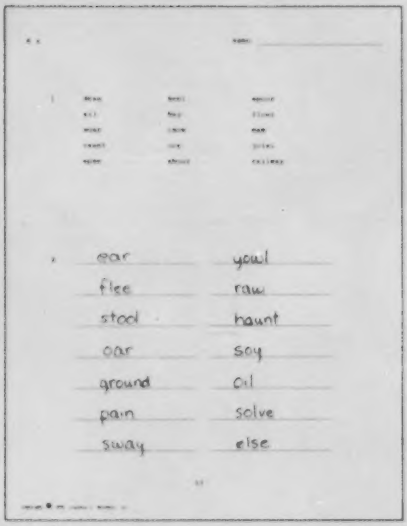
Evaluation:

1. A pupil with a mastery score at Level 6 is ready to continue with Let's Read 7 or the master book, part IV.
2. Pupils with scores not approaching mastery need to review Let's Read 6 or the master book, part III.
3. After review, administer level 6b as a post-test and proceed with Let's Read 7 or the master book, part IV if results are satisfactory.

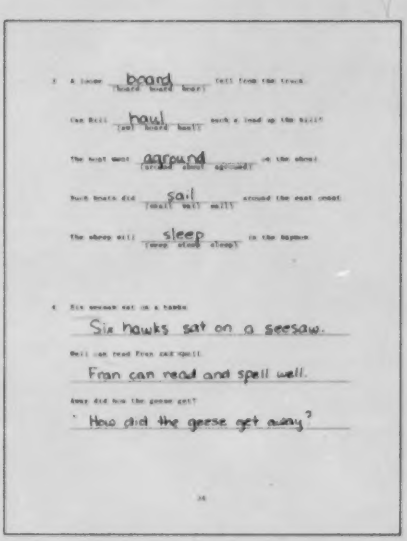
Diagnosis and placement:

1. Mastery scores on all parts of level 6a show that a pupil is probably an independent reader already. However, the cautious course is to administer level 7a to confirm this. There are two instructional choices open for a new pupil who has reached this proficiency: a guided reading program based on Let's Read 7, 8, and 9 or any text above the third grade level.
2. An unsatisfactory 6a test places the pupil in Let's Read 6 or the master book, part III. Many errors indicate that the pupil has not mastered these spelling patterns (eat, sleep, cow, etc.).
3. After pupil has received appropriate instruction in Let's Read 6 or the master book, part III, administer 6b as a post-test before proceeding with Let's Read 7 or the master book, part IV.

Examples of pupil worksheets for level 6, forms a and b, follow. They are correctly filled in and the evaluator can use them as answer sheets.



ear	yowl
flee	raw
stool	haunt
oar	soy
ground	oil
pain	solve
sway	else



A lorry brand (heard heard heard) fell from the truck.

Can Bill haul (tool heard hall) such a load up the hill?

The boat went aground (around about aground) on the shoal.

Both boats did sail (sail sell sell) around the east coast.

The sheep will sleep (sleep steep steep) in the daytime.

Six weasels sat on a haddock.

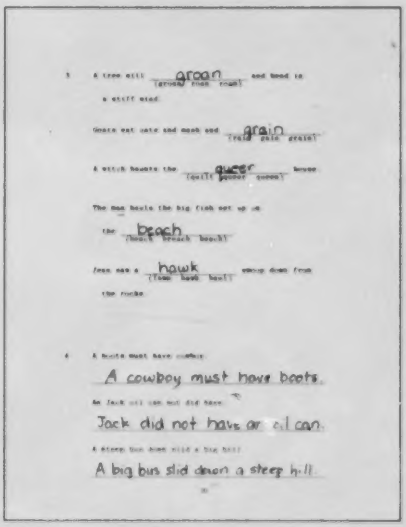
Six hawks sat on a seesaw.

Fran can read and spell well.

How did how the goose get?

How did the geese get away?

eat	heed
rinse	proof
oak	leave
pouch	vain
lay	law
chow	join
coy	fault



A tree will groan (groan froan roan) and bend in a stiff wind.

Shark eat nuts and moss and grain (rain grain grain)

A witch haunts the queer (query power queer) house

The man hauls the big fish out up on the beach (beach breach beach)

Jean saw a hawk (hawk hawk hawk) swoop down from the rocks.

A boots must have cowboy.

A cowboy must have boots.

Jack did not can not did have.

Jack did not have an oil can.

A steep big does slid a big hill.

A big bus slid down a steep hill.

Procedures: Levels 7, 8, and 9

Tests for levels 7, 8, and 9 are different from levels 1-6 in both form and emphasis. This is a reflection of the pupil's growing mastery over and refinement of reading and language skills. The spelling patterns introduced in 7, 8, and 9 are more varied and complex; grammatical and syntactical facts of the language are integrated into reading instruction. Thus, one aspect of reading cannot be ignored and the other included. The vocabulary demands language skills which are not beyond the grasp of any fluent speaker.

The master book referred to is the alternate form of Let's Read, LET'S READ: A Linguistic Approach by Leonard Bloomfield and Clarence L. Barnhart. It is available from Clarence L. Barnhart, Inc.

Part 1: oral reading

The pupil is asked to read a connected passage emphasizing vocabulary taught in the equivalent level of the Bloomfield-Barnhart Let's Read program. Key vocabulary words are still our first concern, but the evaluator should additionally note whether or not the pupil can read fluently and with expression. By this time written signals such as periods denoting the ends of sentences should be meaningful to the pupil.

The oral reading passages in levels 8 and 9 are taken from Defoe's Robinson Crusoe and Twain's Tom Sawyer respectively. Although some of the single words may not be part of the pupil's oral vocabulary, the sense of the passages should be clear enough for any pupil who has reached this level in reading. Therefore, a fairly fluent and expressive reading should not be beyond the competence of the pupil.

Part 2: sentence completion

These follow the form used in earlier levels with choices given for the pupil to put into the proper place. The difference is in degree of difficulty and the emphasis on the function of words.

Part 3: spelling dictation

Spelling is given in dictated sentences. The pupil must draw upon what has just been learned as new vocabulary as well as all he has previously mastered. If decoding skills are firm such writing exercises should not be troublesome and will clearly demonstrate that basic reading skills are in fact integrating with the pupil's already developed language sense.

Part 4: comprehension

In level 7 the pupil encounters for the first time specific questions to be answered on the basis of a paragraph. These questions are factual and not inferential. A pupil who has difficulty with this type of exercise should be given more connected reading with questions to follow each paragraph and an alternate form of this test administered before mastery can be assumed. Such factual comprehension is basic.

Level 8 requires that the pupil answer specific questions about the paragraph he has completed. He is then asked to write one or two sentences of his own about the same subject as the comprehension passage.

Level 9 has a much longer comprehension passage with an independent writing exercise at the end. Since a pupil is finished with basic reading instruction at level 9 it is necessary to evaluate him as a "finished" reader, that is, an individual who can use written language

(at his appropriate level of skill) not only to obtain information but to convey it.

Pupil Profile. Evaluation sheet, checklist, summary sheet.

The checklists for level 1-6 have reflected skills which are easily separated from one another. However, levels 7, 8, and 9 integrate relevant vocabulary and language skills for each level (and preceding ones) with more subjective aspects of reading. For example, spelling is given in dictated sentences. The pupil must be able to spell key words correctly and remember what he has previously learned about spelling and writing sentences. The pupil's checklist profile will reflect more than mastery of single elements; it will draw together reading/language skill.

An example from level 7 follows, based on an imaginary pupil evaluation.

checklist		7a	7b
evaluator		BAB	BAB
oral reading	irregular words	good	mastery +
	multisyllable words	poor	mastery +
	fluent	slow	better
	accurate	fair	good
language knowledge		knows functions	mastery +
dictation (spelling sentences)		poor but knows vocab.	improving good
factual comprehension		slow/ fair	mastery
mastered	Let's Read 7	not yet	yes. See comment
	master book part IV		

Comments: 7a Pupil needs review in monosyllables to improve word-attack -- multisyllable words cause difficulties. Review

should improve fluency of oral reading. Specific practice in writing own sentences and in writing dictated sentences will improve spelling dictation. Remediate with review of monosyllables in master book part I (to improve word-attack -- i.e. combining monosyllables to make multisyllabic words) and part V (level 7 spelling patterns).

7b Pupil has overcome many of difficulties shown in 7a. Is ready for Let's Read 8. Needs to take new work more slowly with workbook reinforcement. Continue dictation and writing practice.

Discussion:

Numerical scores which might produce this checklist profile are as follows:

7a part 1. oral reading (mastery 18/20)
pupil score 15/20
overall reading: accurate: fair
fluent: no
expressive: no

part 2. sentence completions (mastery 13/16)
pupil score 10/16

part 3. spelling dictation (mastery 10/12)
pupil score 8/12
overall dictation: poor

part 4. comprehension (mastery 5/5)
pupil score 3/5

Pupil's actual cumulative score was 36/53: 68%.
Mastery is 46/53: 87%.

7b part 1. oral reading (mastery 18/20)
pupil score 19/20
overall reading: accurate: excellent
fluent: yes
expressive: improving

part 2. sentence completions (mastery 13/16)
pupil score 14/16

part 3. spelling dictation (mastery 10/12)
pupil score 10/12
overall dictation: good

part 4. comprehension (mastery 5/5)
pupil score 5/5

Pupil's actual cumulative score was 48/53: 91%.
Mastery is 46/53: 87%.

Summary sheet:

Based on the hypothetical pupil scores above for levels 7a and 7b, the evaluator would:

1. Transfer to the summary sheet the pupil's actual cumulative score and equivalent % score for 7a and 7b.
2. On summary sheet note any recommendations made under checklist comments after each level has been completed.

> Note: These final three levels are especially important because they evaluate mastery over the actual final stages of formal basic reading instruction. As a general rule, when a pupil has a clearly unsatisfactory score on any part of any of these levels after appropriate instruction, the evaluator should go over these parts on the test with the pupil. This should be done before beginning suggested review. As always, mastery and just-about-mastery represent two entirely different skill levels.

(E/) indicates standardized evaluator instructions to be given verbatim.

Level 7

Comments: Level 7 evaluates the pupil's mastery over common but irregular spellings in English and various structural devices of the language -- all a part of spoken language and treated here as a logical and ordinary part of fluent reading. The irregular vocabulary (including multisyllable words), suffixes, syntactic, and grammatical patterns are equivalent to the work covered in Let's Read 7 or the master book, part IV.
Form 7a is a pre-test, form 7b is a post-test.

Procedure

part 1: oral reading

1. Pupil reads passage aloud to the evaluator.
2. Key words are listed on the evaluation sheet. These are words the pupil must be able to decode.
3. Note each misread word as the pupil reads it on the line provided. (For example: if the pupil reads every for ever and does not automatically correct himself, write every on the line next to the key word ever.) If a pupil cannot read a word at all, write a 0 on the line next to it.
4. Make no notation if the words are correctly read.
5. Note on evaluation sheet if reading was accurate, fluent, expressive.

part 2: sentence completions

1. The first completions (a) are the formation of adverbs. The second group (b) is the use of pronouns.
2. Do an example on the board with the pupils using whichever test form is not being administered.
3. (Ev) Complete each sentence by making a different word out of the word that is underlined. Write the word you have made on the blank.

4. Use these directions for the (b) exercise in part 2:

(By) (form 7a) You will have to use little words like my and his in these sentences. For example, we say, "I have a dog. It is my dog. You have a dog. It is (your) ____ dog." Now read the sentences on your worksheet carefully and choose the words from the list that will complete them. Cross out each word in the list as it is used.

(By) (form 7b) You will have to use little words like my and his in these sentences. For example, we say "If he jumps on his bed (he) will break it." Now read the sentences on your worksheet carefully and choose the words from the list that will complete them. Cross off each word in the list as it is used.

part 3: spelling dictation

1. First read each complete sentence aloud. Ask the pupils only to listen to you.

2. (By) Now write each sentence on your worksheet as I read it to you. (See below.)

7a It is foolish to rush into the thickest traffic.

The Grand Canyon is the grandest thing I've ever seen.

Andy found a satisfactory way to solve his problem.

7b Dairy products are cheese, milk and cream.

The kettle rattled when the soup began to boil.

Eleven noisy children had eaten all the chicken by three o'clock.

part 4: comprehension

1. Pupils read the paragraph to themselves, then answer factual questions.

2. To be sure pupils understand the directions to this part, go over an example from whichever test form is not being used.

Ev Read this story to yourselves. Then answer the questions that follow it. Remember that the answers to the questions are in the story.

Scoring:

part 1: oral reading

1. The pupil must read the key words correctly.
2. Miscues are noted alongside each misread key word.

part 2: sentence completions

1. Formation of adverbs and use of pronouns integrate knowledge of spoken and written language. Such forms are used without conscious effort in speech. At this point they are examined and taught in formal reading.
2. Note pupil's total score for part 2: (a) adverbs plus (b) pronouns.

part 3: spelling dictation

1. Note next to key words on evaluation sheet those misspelled by the pupil.
2. How accurate is rest of dictation? Check good, fair, or poor.

part 4: comprehension

1. Objective questions following paragraph reading should be answered entirely correctly as the pupil can look in the text for the "factual" answer.

Note: There is not much room for inference within this text and no attempt is made to encourage the pupil to make inferential judgements. We are looking for the comprehension of fact within closely described circumstances.

2. The form of the pupil's answer is not being evaluated. A phrase is as adequate as a complete sentence.

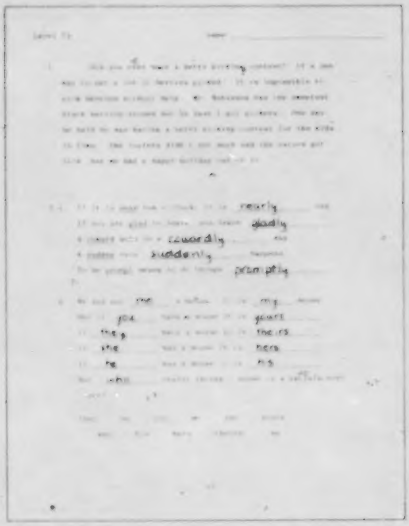
Evaluation:

1. Mastery scores indicate that the pupil is ready to proceed with the work in Let's Read 8 or the master book, part V.
2. Scores not approaching mastery indicate that the pupil needs further drill in this material. Review specific areas of weakness as demonstrated on the test either in Let's Read 7 or in the master book, part IV.
3. Readminister level 7b as a post-test before continuing work in Let's Read 8 or the master book, part V.

Placement:

1. Scores approaching mastery indicate that the pupil has mastered these forms and irregular vocabulary. Administer level 8a.
2. Scores below mastery place the pupil in Let's Read 7 or the master book, part IV.

Examples of pupil worksheets for level 7, forms a and b, follow. They are correctly filled in and the evaluator can use them as answer sheets.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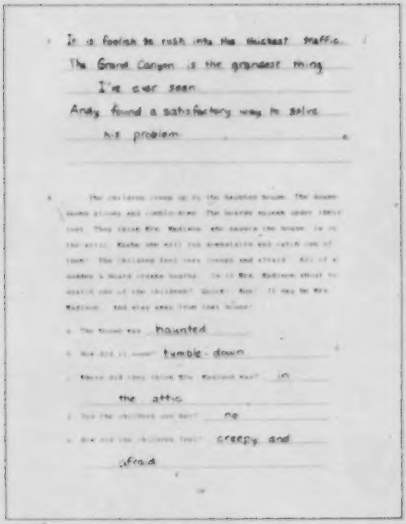
It is foolish to rush into the thickest traffic.
The Grand Canyon is the grandest thing I've ever seen.
Andy found a satisfactory way to solve his problem.
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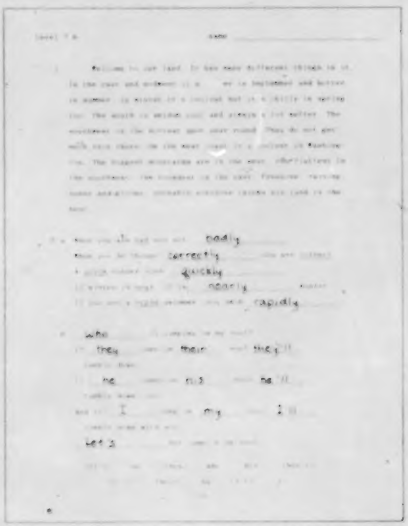
tumble-down
in the attic
no
creepy and afraid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correctly
quickly
nearly
rapidly
they
their
they'll
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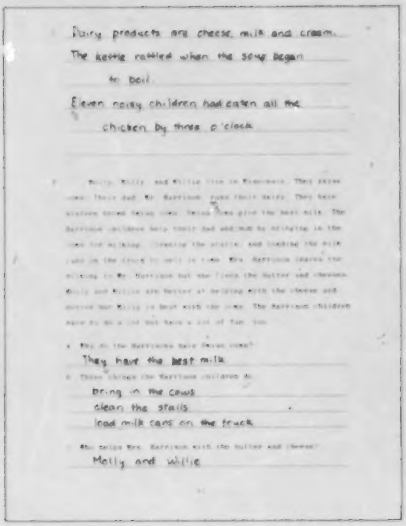
my
I'll


Dairy products are cheese, milk and cream.
The kettle rattled when the song began to boil.
Eleven noisy children had eaten all the chicken by three o'clock.
They have the best milk.
bring in the cows
clean the stalls
load milk cans on the truck
Molly and Willie

Level 8

Comments: Level 8 evaluates the pupil's mastery of irregular vowel spelling patterns in English. Because the vocabulary is more varied and expressed thought can therefore be more complex, mastery of this level assumes fairly sophisticated comprehension well within the grasp of a pupil who has followed the Bloomfield-Barnhart program or who has good oral language.
Level 8a is a pre-test, level 8b is a post-test.

Procedure: part 1: oral reading

1. Pupil reads passage aloud to the evaluator. Both readings for level 8 are taken from Daniel Defoe's Robinson Crusoe.
2. Key words are listed on the evaluation sheet. These are words the pupil must be able to decode.
3. Note each misread word as the pupil reads it on the line provided. (For example: if the pupil reads "some" for "same", and does not automatically correct himself, write some on the line next to the key word, same.) If a pupil cannot read a word at all, write a 0 on the line next to it.
4. Make no notation if the words are correctly read.
5. Note on evaluation sheet if reading was accurate, fluent, expressive.

part 2: sentence completions

1. Pupils fill in the missing words from the list provided underneath each sentence.
2. Do an example on the board from whichever test form is not being used.
3. (8v) Complete each sentence by choosing a word from the group of words underneath it that will make sense. Notice that these words are like each other. They are all made from one word.

part 3: spelling dictation

1. First read each complete sentence aloud. Ask the pupils only to listen to you.

2. (Ev) Now write each sentence on your worksheet as I read it to you. (See below.)

8a On the fourth Thursday in November we have turkey.

Swans live where there is water and it is quiet.

If you snore any more I will halt you with a cold wet wash-cloth.

Charles was careless and dropped the china coffeepot on the dining room floor.

8b After a rather nasty afternoon the quarrelsome children were put to bed.

James felt ashamed when he recognized his mistake.

On the Fourth of July we hurry to arrive early to see the fireworks.

Thirteen squirrels live in the tall fir tree.

part 4: comprehension

1. Pupils read paragraph to themselves, then answer factual questions. The last question (e) asks them to write one or two sentences of their own using key words provided. These sentences must reflect the content of the comprehension paragraph.

2. (Ev) (questions a, b, c, d) Read this story to yourselves. Then answer the questions that follow it. Remember that the answers to the questions are in the story.

(Ev) (question e) Now that you have answered the questions about the story, read the last question. Ask yourself: What does this question want me to do? Remember to use as many of the words in the list as you can. Write on the lines on your worksheet.

Scoring:

part 1: oral reading

1. The pupil must read the key words correctly. If a key word is misread, write the substituted word on the line next to that key word.
2. Check in appropriate places whether oral reading is accurate, fluent, expressive.

> Note: At this stage, if decoding skills are shaky, a pupil will not be able to respond to the printed text as a fluent reader (one able to decode automatically and accurately) would. An evaluation of such advanced decoding skill to be complete should note that a particular pupil can decode words as they are presented to him (even in unfamiliar contexts) and can furthermore bring into his oral reading much of the language knowledge he has been acquiring during the period of his reading instruction. It seems futile to consider a pupil a finished reader when oral reading is difficult and labored. If it is, then the pupil is still not proficient. Further evaluation of pupil skills on the remaining parts of this level should point to exactly whatever weaknesses there may be.

part 2: sentence completions

1. The pupil is asked to use inflected forms correctly. These are typical patterns in English used early and often in speech and should be easily duplicated correctly in written form.
2. Note score in appropriate space provided.

part 3: spelling dictation

1. Note next to key words on evaluation sheet those misspelled.
2. How accurate is rest of dictation? Consider overall spelling, form, punctuation when judging good, fair, or poor.

part 4: comprehension

1. Objective questions should be answered entirely correctly as the answers are available in the text.

   Note: The evaluator must carefully analyze answers that do not appear to be satisfactory; only obviously misinterpreted fact indicates a lack of understanding.

2. Question (e) (independent writing) is evaluated by using the following criteria:

   a. how many vocabulary words are used?

   b. do sentences make sense?

   c. do sentences begin with a capital and end with a period or proper punctuation?

   Do not evaluate the quality of the pupil's thought.

   Question (e) is not included in the pupil's numerical score. Performance on this part will be included in the checklist and comments.

Evaluation:

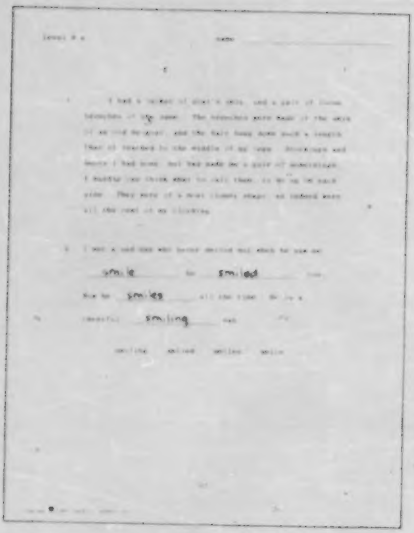
1. Mastery scores indicate that the pupil is ready to proceed with the work in Let's Read 9 or master book, part VI.
2. Scores not approaching mastery indicate that the pupil needs further drill in this material. Review specific areas of weakness as demonstrated on the test either in Let's Read 8 or master book, part V.
3. After appropriate review, administer level 8b as a post-test before continuing work in Let's Read 9 or master book, part VI.

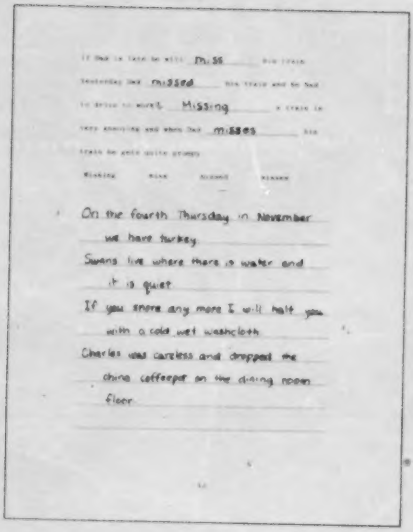
Placement: new or remedial pupils

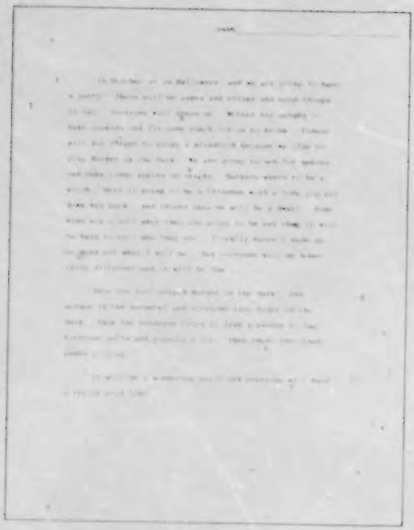
1. Scores approaching mastery indicate that the pupil is able to read, write, and understand this material. Administer level 9.
2. Scores below mastery place the pupil in Let's Read 8 or master book, part V.

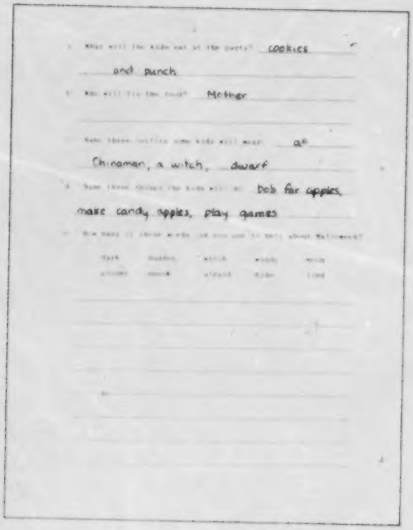
> Note: Because of the structure provided by the Bloomfield-Barnhart materials, the pupil who seems to be proficient at level 8 or thereabouts might profit more from continuing reading instruction in Let's Read 9 or master book, part VI, than to enter a program which is essentially guided free-reading. Any pupil who demonstrates mastery at level 8 is practically an independent reader, having generalized enough of the spelling patterns and grammatical conventions of English to be able to figure out on his own what he hasn't encountered in formal instruction. Even though a pupil may be an accomplished reader, however, it is probably true that structured instruction in the irregular spelling patterns as presented in the last part of Let's Read (equivalent to the "spelling demons" of times past) widens the pupil's reading/writing mastery to include all significant spelling patterns of English and a 5,000 word working vocabulary.

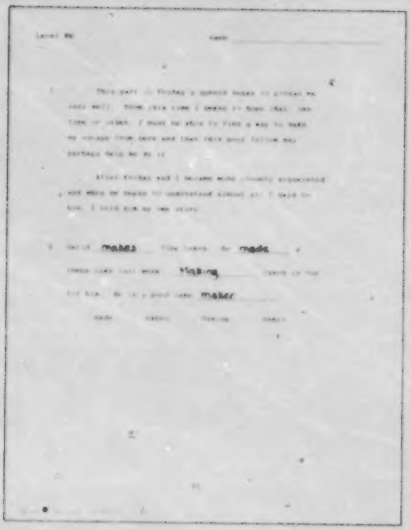
Examples of pupil worksheets for level 8, forms a and b, follow. They are correctly filled in and the evaluator can use them as answer sheets.

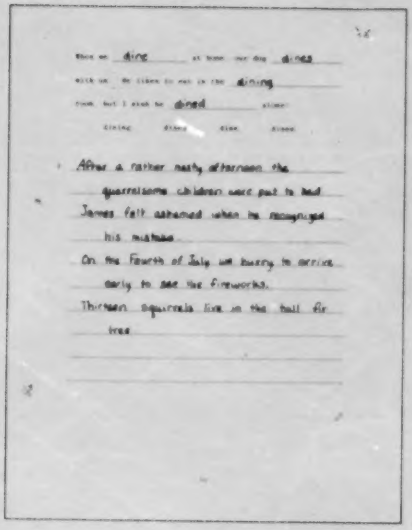


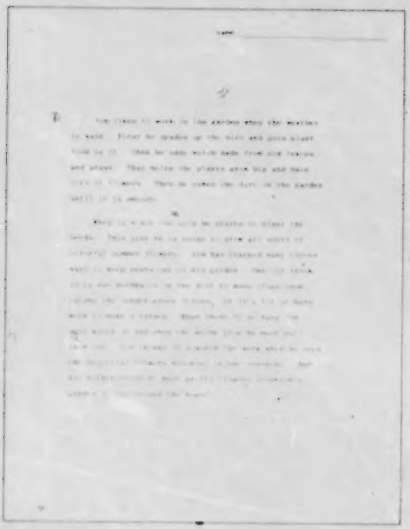

miss
missed
Missing
misses
On the fourth Thursday in November we have turkey
Swans live where there is water and it is quiet
If you snore any more I will hit you with a cold wet washcloth
Charles was careless and dropped the china coffeepot on the dining room floor

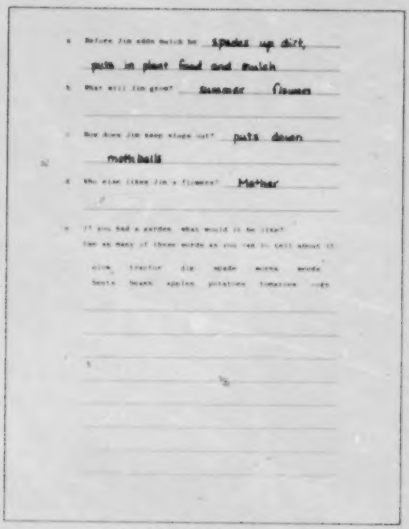



cookies
and punch
Mother
a witch, dwarf
Bob for apples, make candy apples, play games









Level 9

Comments: Level 9 evaluates the pupil's mastery of common and quite irregular consonant spelling and vowel spelling patterns that occur only in small groups of words. At this level automatic decoding is assumed. Therefore, oral reading, writing, and comprehension should be very accurate and fluent, not labored or difficult. Comprehension in particular should reflect a level appropriate to the pupil's interests and experience. Furthermore, the pupil should be able to express him or herself in writing freely and grammatically, again at a level which reflects individual experience and interest.
Level 9a is a pre-test, 9b is a post-test.

Procedure:

part 1: oral reading

1. Pupil reads passage aloud to the evaluator. Both readings for level 9 are taken from Mark Twain's Tom Sawyer.
2. Key words are listed on the evaluation sheet. These are words the pupil must be able to decode.
3. Note each misread word as the pupil reads it on the line provided. (For example: if the pupil reads none for night, and does not automatically correct himself, write none next to night.) If the pupil cannot read night at all, write a 0 on the line next to night.
4. Make no notation if the words are correctly read.
5. Note on evaluation sheet if reading was accurate, fluent, expressive.

part 2: spelling dictation

1. First read each complete sentence aloud. Ask the pupils only to listen to you.
2. (Ev) Now write each sentence on your worksheet as I read it to you. (See below.)

9a The judge told the thief he ought to be honest.

Mother put a bandage on Mike's finger after he cut it with his knife.

In science we learn many curious facts about nature.

People who live in castles often keep elephants.

9b Cecil had an accident when he couldn't see the door.

A wolf might be a friend but a cat is safer.

Physical education helps build strong muscles.

My wrist aches when I have to write all day in school.

part 3: comprehension

1. Forms 9a and 9b have long and detailed comprehension passages of several paragraphs.
2. Paragraph (a) has blanks to fill in with a selection of words at the end.

   (By) Fill in the blanks from the words given in the list on your worksheet. When you finish, you will have the first part of a story.

3. Paragraphs (b), (c), (d), (e) are each followed by questions. They are factual and refer directly to the preceding paragraph.

   (By) After you finish reading each paragraph, answer the questions at the end of it before going on to the next one.

4. Free writing, question (f).

9a The pupil is asked to write independently about some other picture Grandpa might have taken in the pupil's own town. This exercise assumes that the pupil has comprehended fact and flavor of the story.

(Ev) First look back over the story you have just finished reading. Then imagine that Grandpa came to _____ [provide the name of the pupils' own town]. What do you think he might want to take pictures of? He might think certain people or certain places were interesting enough to photograph.

9b The pupil is asked to write independently about some places Louis might visit if he came to see the pupil in his own town. This exercise assumes that the pupil has comprehended fact and flavor of the story.

(Ev) First look back over the story you have just finished reading. Then imagine that Louis came to visit you in _____ [provide the name of the pupils' own town]. Where do you think Louis might like to go? What would you and Louis do together?

Scoring:

part 1: oral reading

1. The pupil must read the key words correctly. Note words substituted for key words as written on the lines next to them.
2. Check in appropriate places whether reading is accurate, fluent, expressive.

Note: This subjective evaluation is needed to complete reading profile. Pupils at this level should be decoding so automatically that oral reading is quite fluent regardless of content.

part 2: spelling dictation

1. Note next to key words on evaluation sheet those misspelled.
2. Evaluate rest of dictation. Overall spelling, form, and punctuation are considered when judging whether it is good, fair, or poor.

part 3: comprehension

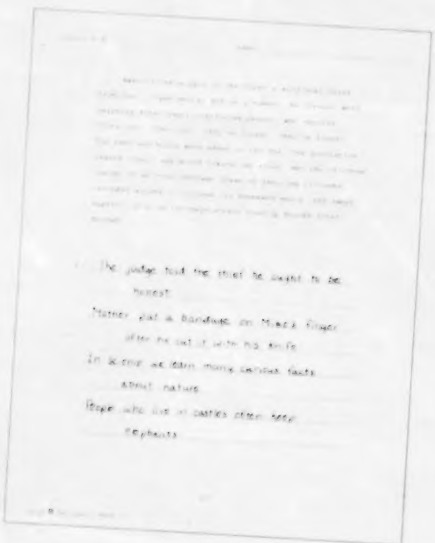
1. (a) Note on evaluation sheet any words inserted incorrectly.
2. (b), (c), (d), (e). Objective questions should be answered entirely correctly as the answers are available in the text. Note pupil's total cumulative score (a through e).
3. (f) Free writing. Do not evaluate the quality of the pupil's thought. LOOK FOR CORRECT USE OF VOCABULARY, PUNCTUATION, GRAMMATICAL FORM.

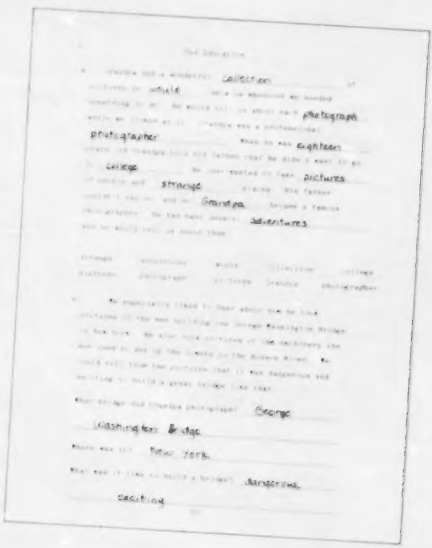
Evaluation:

1. Mastery at level 9 demonstrates knowledge of all significant spelling patterns of English and for Let's Read pupils a working reading/writing vocabulary of the 5,000 most common words of English.
2. Mastery of comprehension (part 3) requires considerable control over written material or "language power".
3. Pupils who do not attain scores approaching mastery require further drill in this material, either review of Let's Read 9 or master book, part VI.
4. After appropriate review, administer 9b as a post-test.

Note: Since a pupil who has mastery scores at this level is assumed to be an independent reader, the evaluator must be particularly aware of scores on all parts of this test. Level 9 represents a coming-together of all the various skills involved in reading. Each part is equally important. For pupils who nearly reach mastery but do not actually attain it the best course might be the most conservative: some review of skills that are not firmly mastered followed by administration of level 9 form b. Reading instruction after this point can be guided free reading appropriate to the pupil's interests and level of experience with content rather than readability guiding the choice of material. The pupil is now able to read for information and enjoyment having clearly shown that he has mastered the various skills needed to do so.

Examples of pupil worksheets for level 9, forms a and b, follow. They are correctly filled in and the evaluator can use them as answer sheets.





Name _____

The funniest pictures were the ones Grandpa took of our family. Some of the stories about our old aunts and uncles were very amusing. Uncle Dennis was a real kick at someone who was delighted to go his own way. He went to Washington and grew beautiful fruit. I always think of Uncle Dennis when I bite into an apple. Aunt Alice was the first telephone operator in California. Grandpa took a picture of her answering calls. With her large headdress and long dress it seems very long ago. She used to listen in to people talking on the phone. She wasn't supposed to do that.

Where did Uncle Dennis go? Washington

What did he do? grew fruit

Where did Aunt Alice go? California

What work did she do? telephone operator

Grandpa went to Russia long before electricity was put in there. And he went to England and took pictures of the king being crowned in a huge old church.

What did the Russians not have? electricity

In England Grandpa photographed the king being crowned

Where was the king when Grandpa took the pictures? In a huge old church

The pictures were always interesting. Sometimes they were humorous. We learned so much from Grandpa. I guess you could say he was an educational blessing!

Who is telling this story? a grandchild

What were the pictures like? interesting, humorous

Why was Grandpa an educational? because me children learned so much from him

Grandpa took a lot of interesting pictures.
Suppose he came to visit your town.
What places could he take pictures of?
Do you know any people Grandpa might want to photograph?

Name _____

Mark Rice is world and the fact that he was now under the Kibbe daughter's protection throughout the camp society, and his privileges were almost more than he could bear. The widow's servants kept him clean and neat, combed and brushed, put they tended him slightly in contemptuously. Jessica. He had to eat with a knife and fork. He had to use napkins. He was glad he had to learn this much, he had to, as in church. He had to care to preserve that opinion was evident his own

Cecil had an accident when he couldn't see the door

A wolf might be a friend but a cat is safer.

Physical education helps build strong muscles

My wrist aches when I have to write all day in school

The Best Vacation

I was so anxious to start the week Chicago is a large busy city on Lake Michigan. It is full of buses and trains, trains and police cars, noisy fire engines and hurrying people going about their business. Aunt Celia lives in the center of the city so it is an exciting change for Louis.

Louis and his family live on a dairy farm in Wisconsin in a small town called Lancaster. In Lancaster there are no taxi cabs. There aren't even many people. There are a lot of chickens, cows, horses and other farm animals although not like the noise or the excitement of a big city. To Louis Seattle likes the change from country to city.

Where does Louis live? In Lancaster, Wisconsin

How is it different from the city? It is quiet. It is the country

Name two things you can't find in Lancaster tall buildings, many people

Name _____

6. Are you lucky, there are several museums to visit. The Museum of Science and Industry is a special favorite with Uncle. He could spend hours there just examining examples of machinery. He could go back into the model train room a hundred times and still want to go again. Although these things are wonderful, the model trains are his favorites.

What museum does Uncle like? Museum of Science and Industry

What two things can Uncle see there? machinery and the coal mine

What does he like best? the model trains

7. The Lincoln Park Zoo is another of Uncle's special places. There he can watch seals and other animals awaken around in natural surroundings. Although he likes seeing the elephants and the lions and monkeys, Uncle's favorite animal is the polar bear. He could watch them for hours.

What other place is special? Lincoln Park Zoo

What is he most fond? wolves, animals

What is his favorite animal? the elephant

8. With his cousin George and some friends, Uncle goes to the movies or else to Bear Pond Woods in the park. In fact, there is enough to amuse a visitor so that there is no time for mischief. Uncle is so busy in Chicago that he rarely has time to write home letters of his adventures.

Where else does Uncle go? to the movies to the park

Who goes with him? George, his cousin and some friends

Why doesn't Uncle get into mischief? Uncle is too busy

9. Suppose Uncle came to visit you in your town. Where would you take him? What would you do?

The following are tables giving actual cumulative (numerical) scores and equivalent percentage scores for each level of the Bloomfield-Barnhart Developmental Reading Test.

Level ABC

actual cumulative score	equivalent percentage score	actual cumulative score	equivalent percentage score
58/58	100	29/58	50
57/58	98	28/58	48
56/58	97	27/58	47
55/58	95	26/58	45
54/58	93	25/58	43
53/58	91	24/58	41
52/58	90	23/58	40
51/58	88	22/58	38
50/58	86	21/58	36
49/58	84	20/58	34
48/58	83	19/58	33
47/58	81	18/58	31
46/58	79	17/58	29
45/58	78	16/58	28
44/58	76	15/58	26
43/58	74	14/58	24
42/58	72	13/58	22
41/58	71	12/58	21
40/58	69	11/58	19
39/58	67	10/58	17
38/58	66	9/58	16
37/58	64	8/58	14
36/58	62	7/58	12
35/58	60	6/58	10
34/58	59	5/58	9
33/58	57	4/58	7
32/58	55	3/58	5
31/58	53	2/58	3
30/58	52	1/58	1

Levels 1-3

actual cumulative score	equivalent percentage score	actual cumulative score	equivalent percentage score
30/30	100	15/30	50
29/30	97	14/30	47
28/30	93	13/30	43
27/30	90	12/30	40
26/30	87	11/30	37
25/30	83	10/30	33
24/30	80	9/30	30
23/30	77	8/30	27
22/30	73	7/30	23
21/30	70	6/30	20
20/30	67	5/30	17
19/30	63	4/30	13
18/30	60	3/30	10
17/30	57	2/30	7
16/30	53	1/30	3

Level 4

35/35	100	18/35	51
34/35	97	17/35	49
33/35	94	16/35	46
32/35	91	15/35	43
31/35	89	14/35	40
30/35	86	13/35	37
29/35	83	12/35	34
28/35	80	11/35	31
27/35	77	10/35	29
26/35	74	9/35	26
25/35	71	8/35	23
24/35	69	7/35	20
23/35	66	6/35	17
22/35	63	5/35	14
21/35	60	4/35	11
20/35	57	3/35	9
19/35	54	2/35	6
		1/35	3

Level 5

actual cumulative score	equivalent percentage score	actual cumulative score	equivalent percentage score
39/39	100	20/39	51
38/39	97	19/39	49
37/39	95	18/39	46
36/39	92	17/39	44
35/39	90	16/39	41
34/39	87	15/39	38
33/39	85	14/39	36
32/39	82	13/39	33
31/39	79	12/39	31
30/39	77	11/39	28
29/39	74	10/39	26
28/39	72	9/39	23
27/39	69	8/39	21
26/39	67	7/39	18
25/39	64	6/39	15
24/39	62	5/39	13
23/39	59	4/39	10
22/39	56	3/39	8
21/39	54	2/39	5
		1/39	3

Level 6

actual cumulative score	equivalent percentage score	actual cumulative score	equivalent percentage score
43/43	100	22/43	51
42/43	98	21/43	49
41/43	95	20/43	47
40/43	93	19/43	44
39/43	91	18/43	42
38/43	88	17/43	40
37/43	86	16/43	37
36/43	84	15/43	35
35/43	81	14/43	33
34/43	79	13/43	30
33/43	77	12/43	28
32/43	74	11/43	26
31/43	72	10/43	23
30/43	70	9/43	21
29/43	67	8/43	19
28/43	65	7/43	16
27/43	63	6/43	14
26/43	60	5/43	11
25/43	58	4/43	9
24/43	56	3/43	7
23/43	53	2/43	5
		1/43	2

Level 7

actual cumulative score	equivalent percentage score	actual cumulative score	equivalent percentage score
53/53	100	27/53	51
52/53	98	26/53	49
51/53	96	25/53	47
50/53	94	24/53	45
49/53	92	23/53	43
48/53	91	22/53	42
47/53	89	21/53	40
46/53	87	20/53	38
45/53	85	19/53	36
44/53	83	18/53	34
43/53	81	17/53	32
42/53	79	16/53	30
41/53	77	15/53	28
40/53	75	14/53	26
39/53	74	13/53	25
38/53	72	12/53	23
37/53	70	11/53	21
36/53	68	10/53	19
35/53	66	9/53	17
34/53	64	8/53	15
33/53	62	7/53	13
32/53	60	6/53	11
31/53	58	5/53	9
30/53	57	4/53	8
29/53	55	3/53	6
28/53	53	2/53	4
		1/53	2

Level 8

actual cumulative score	equivalent percentage score	actual cumulative score	equivalent percentage score
43/43	100	22/43	51
42/43	98	21/43	49
41/43	95	20/43	47
40/43	93	19/43	44
39/43	91	18/43	42
38/43	88	17/43	40
37/43	86	16/43	37
36/43	84	15/43	35
35/43	81	14/43	33
34/43	79	13/43	30
33/43	77	12/43	28
32/43	74	11/43	26
31/43	72	10/43	23
30/43	70	9/43	21
29/43	67	8/43	19
28/43	65	7/43	16
27/43	63	6/43	14
26/43	60	5/43	11
25/43	58	4/43	9
24/43	56	3/43	7
23/43	53	2/43	5
		1/43	2

Level 9

actual cumulative score	equivalent percentage score	actual cumulative score	equivalent percentage score
46/46	100	23/46	50
45/46	98	22/46	48
44/46	96	21/46	46
43/46	93	20/46	43
42/46	91	19/46	41
41/46	89	18/46	39
40/46	87	17/46	37
39/46	85	16/46	35
38/46	83	15/46	33
37/46	80	14/46	30
36/46	78	13/46	28
35/46	76	12/46	26
34/46	74	11/46	24
33/46	72	10/46	22
32/46	70	9/46	20
31/46	67	8/46	17
30/46	65	7/46	15
29/46	63	6/46	13
28/46	61	5/46	11
27/46	59	4/46	9
26/46	57	3/46	7
25/46	54	2/46	4
24/46	52	1/46	2

Individual Pupil Packet

Bloomfield-Barnhart EVALUATION SUMMARY

name _____ school _____

reading instruction begun _____ completed _____
date age grade date age grade

B-B level and skill	PRE-TEST actual cu. score	actual % score	date	errors and instructional needs	POST-TEST actual cu. score	actual % score	date	errors and instructional needs
readiness								
ABC	m 56/58	m 97%			m 56/58	m 97%		
1	m 25/30	m 83%			m 25/30	m 83%		
2	m 25/30	m 83%			m 25/30	m 83%		
3	m 25/30	m 83%			m 25/30	m 83%		
4	m 29/35	m 83%			m 29/35	m 83%		
5	m 32/39	m 82%			m 32/39	m 82%		
6	m 36/43	m 84%			m 36/43	m 84%		
7	m 46/53	m 87%			m 46/53	m 87%		
8	m 38/43	m 88%			m 38/43	m 88%		
9	m 42/46	m 91%			m 42/46	m 91%		

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TM009603

Readiness
part 1

name_____

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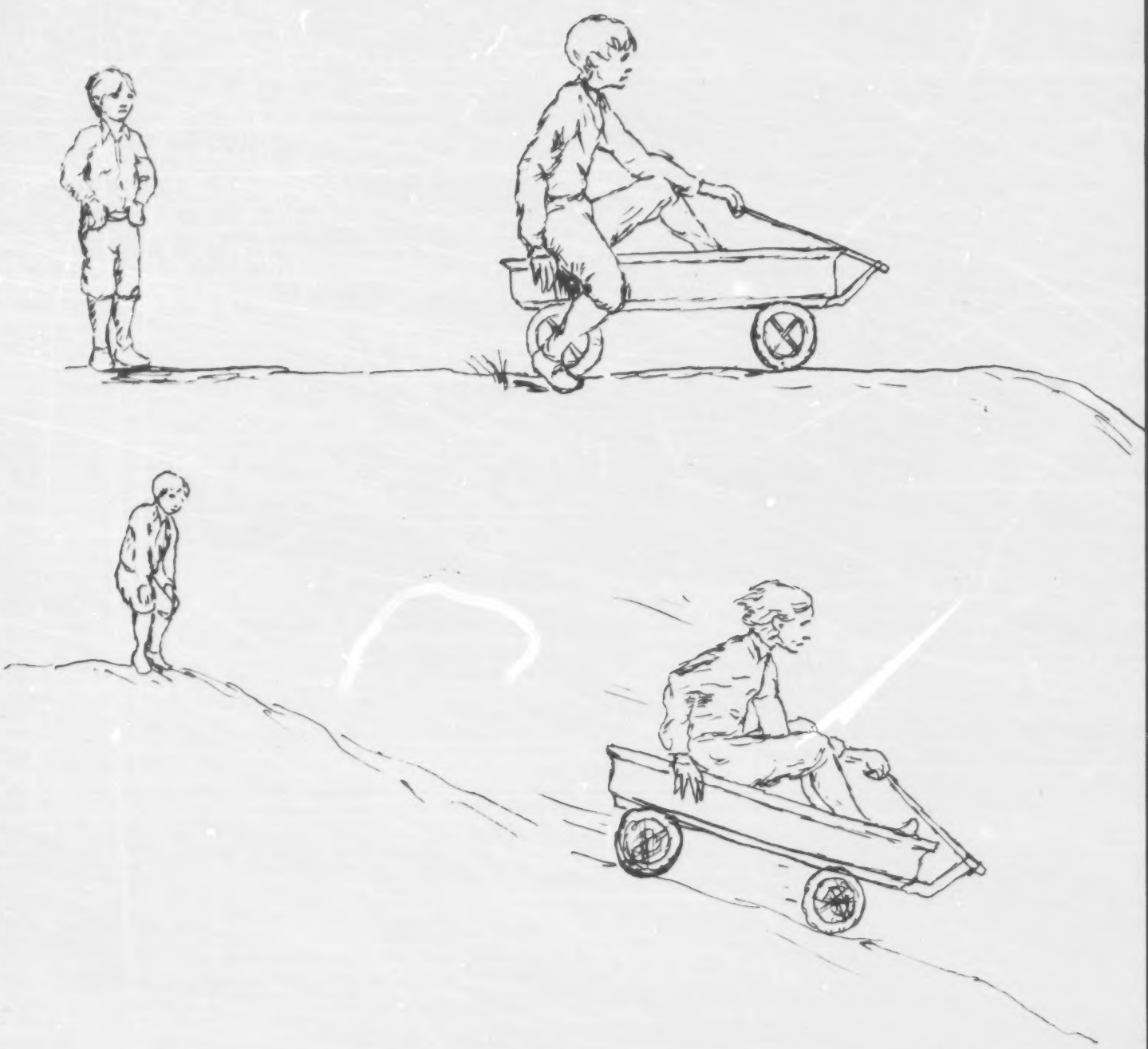

84

R-1

name _____

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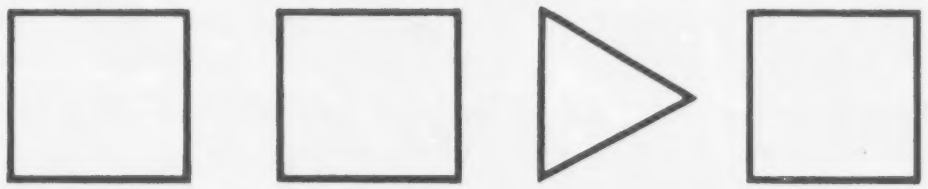
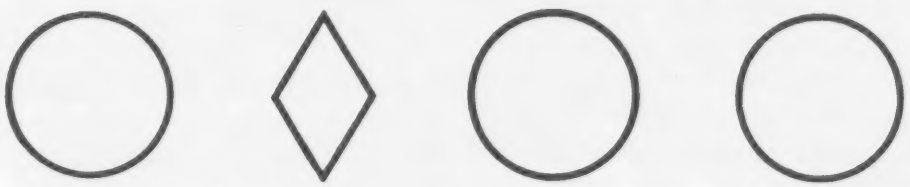
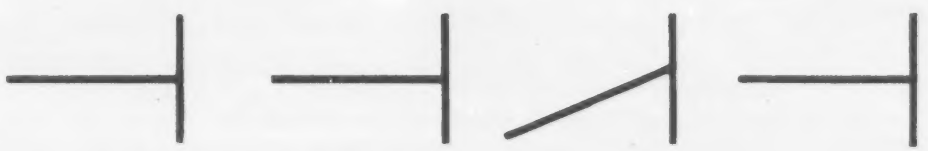
R-part 2

R-part 3 name_____







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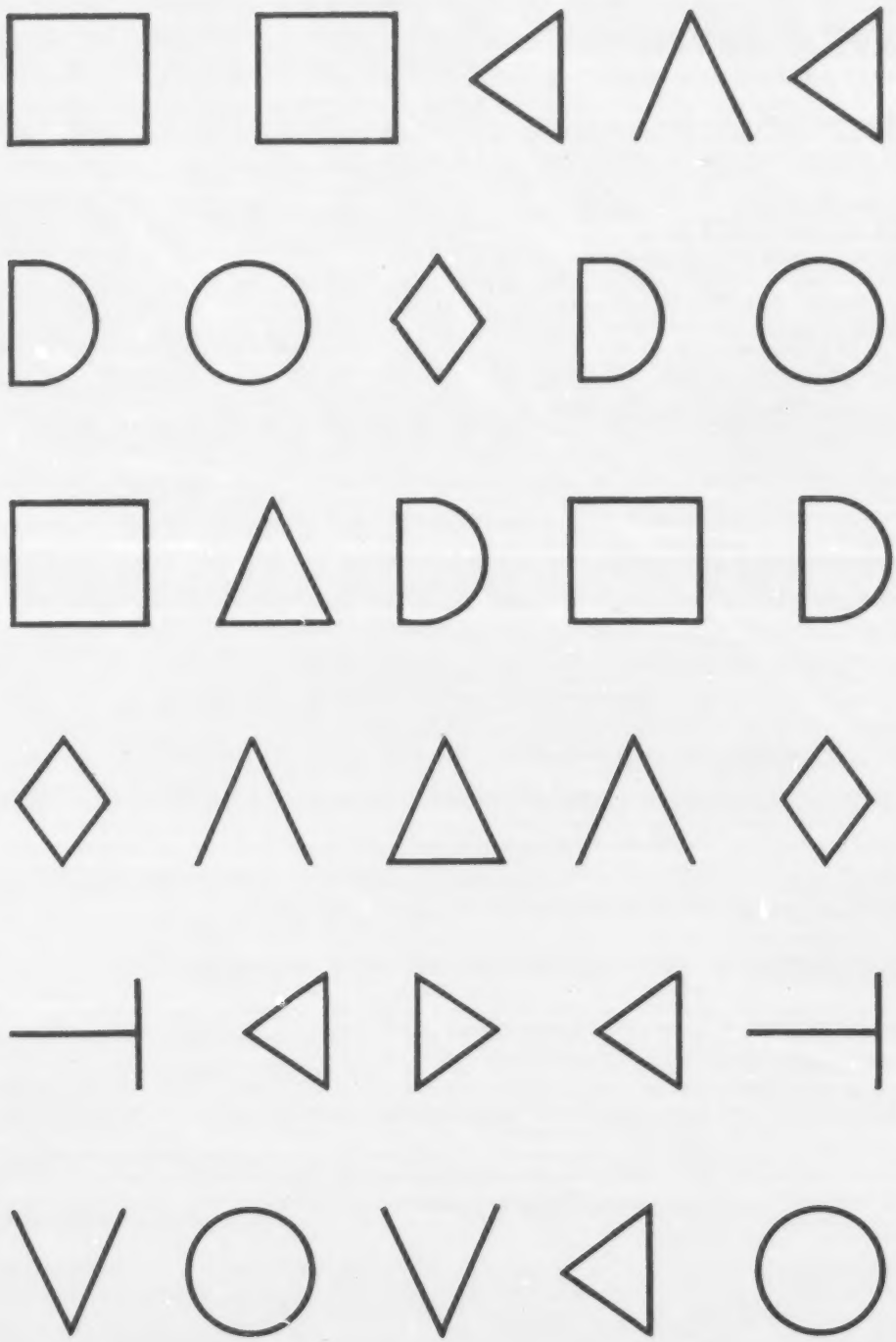

Readiness
part 1

name _____

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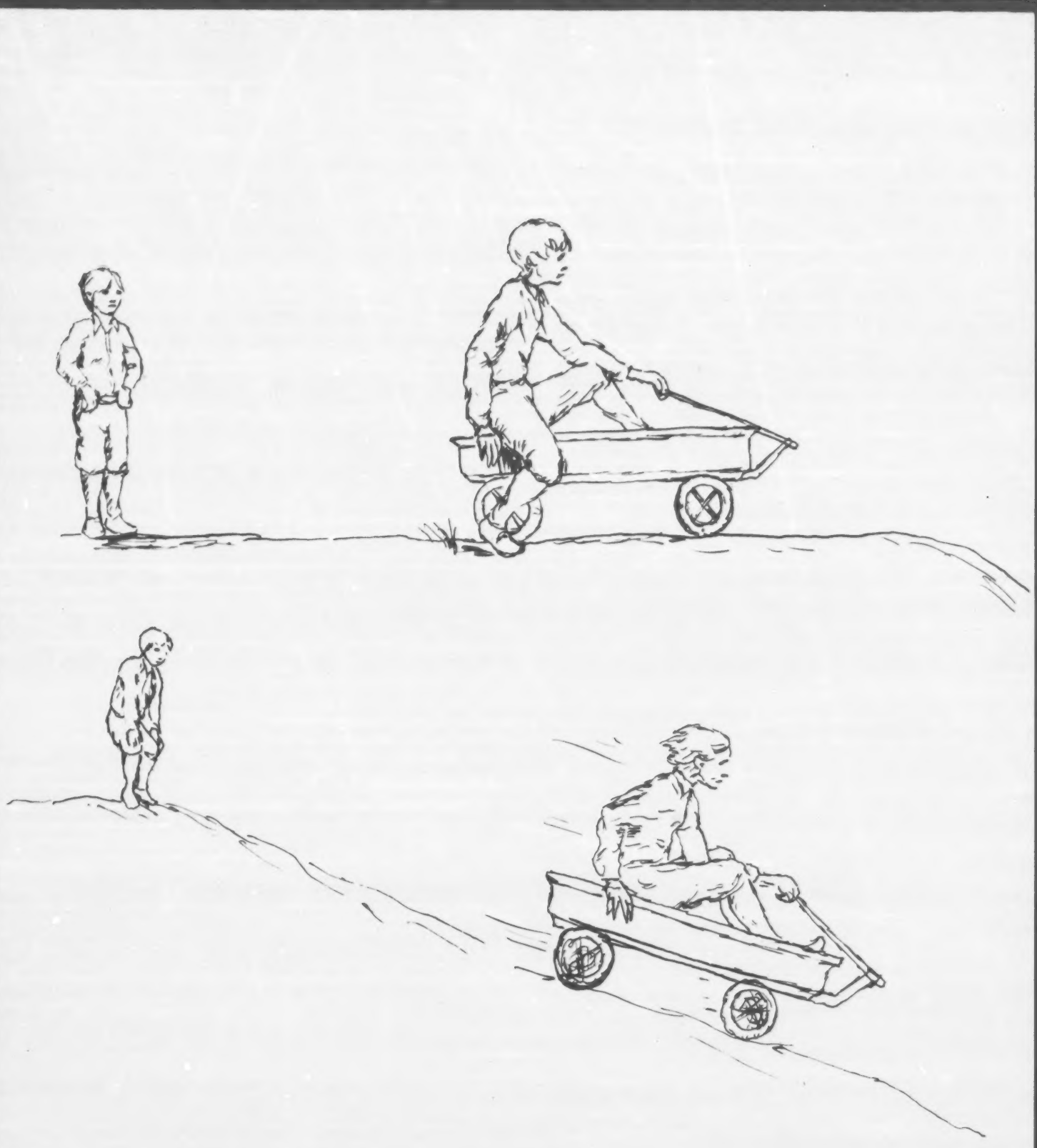

R-1

name_____

91

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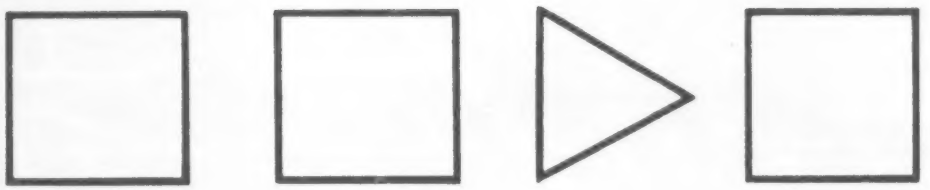
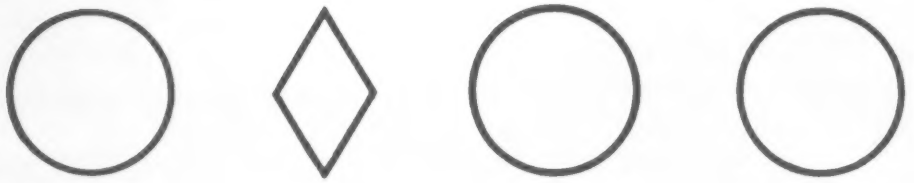
R-part 2

R-part 3

name_____





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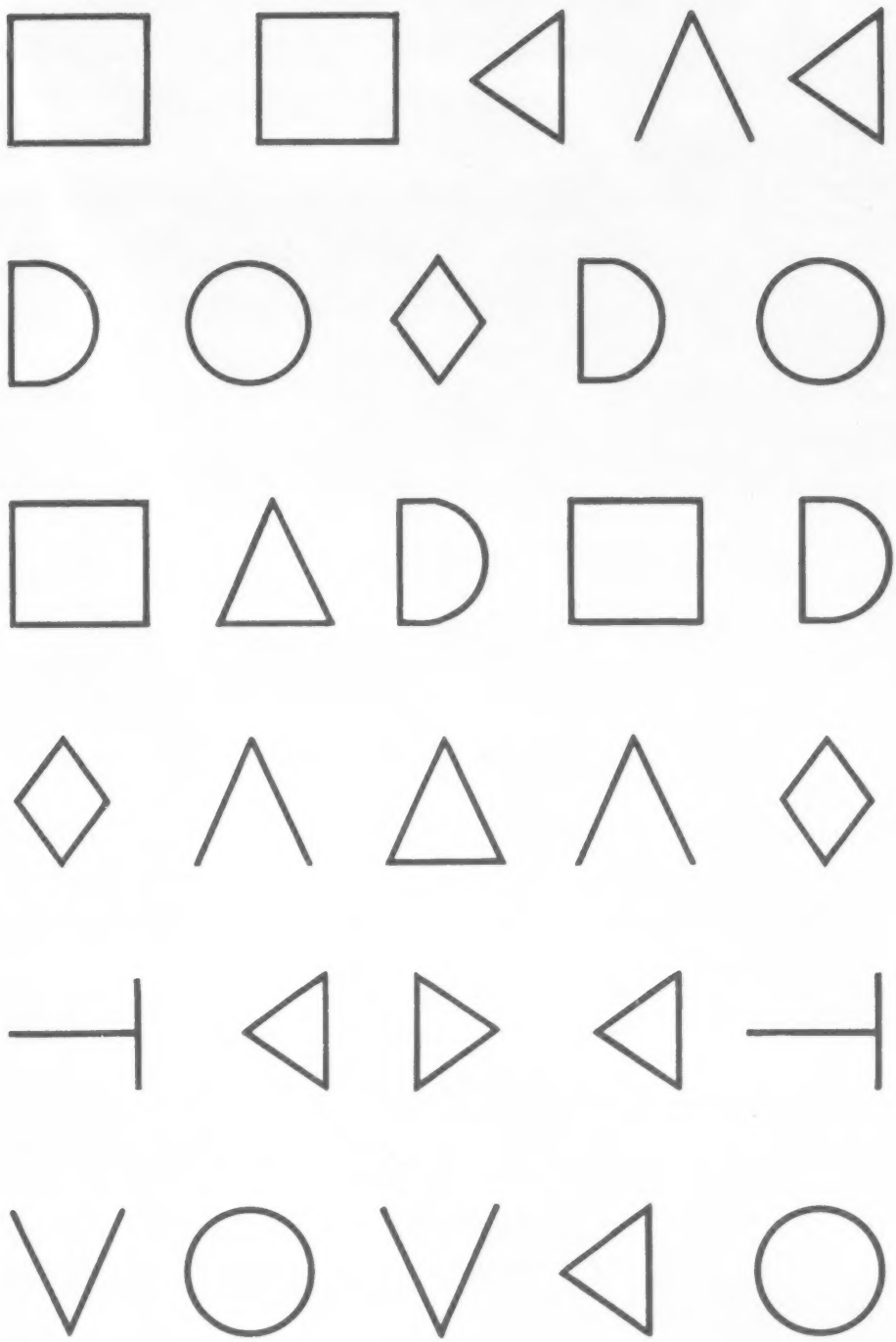

Abc - a + b
part 1

name_____

1 V A W I T H F

2 G O Q K p d Y

3 g p q j y e c

4 B R K c S i j

5 b d t l L k f

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6 a Z V O C P n m

7 D R P w v g s z

8 e o X W M r n u

9 x z s U V R N

10 d b p q m r n l t f h

Abc-a+b
part 1

name_____

1 V A W I T H F

2 G O Q K p d Y

3 g p q j y e c

4 B R K c S i j

5 b d t l L k f

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6 a Z V O C P n m

7 D R P w v g s z

8 e o X W M r n u

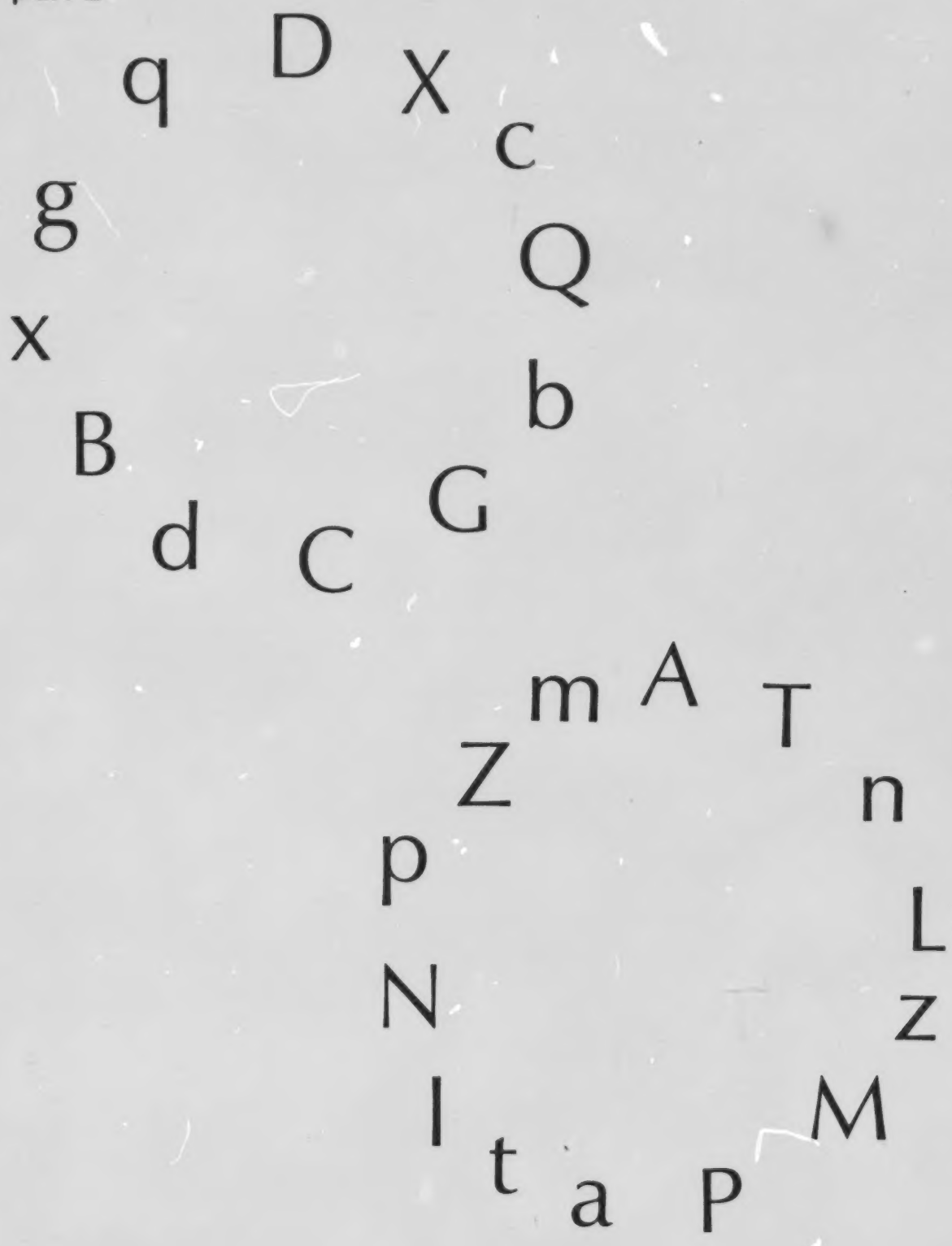
9 x z s U V R N

10 d b p q m r n l t f h

Abc-a

part 2

name_____



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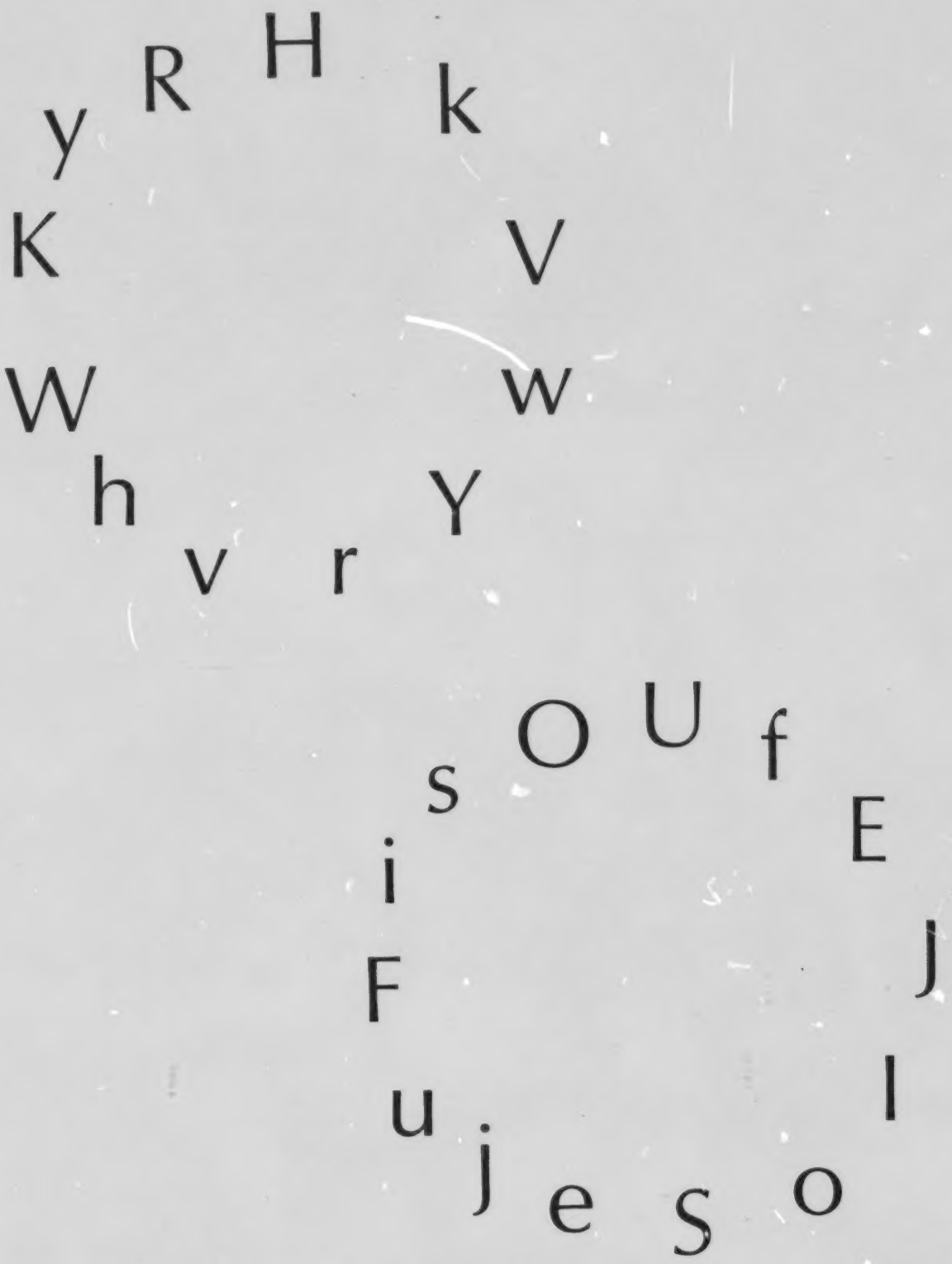
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Abc-b
part 2

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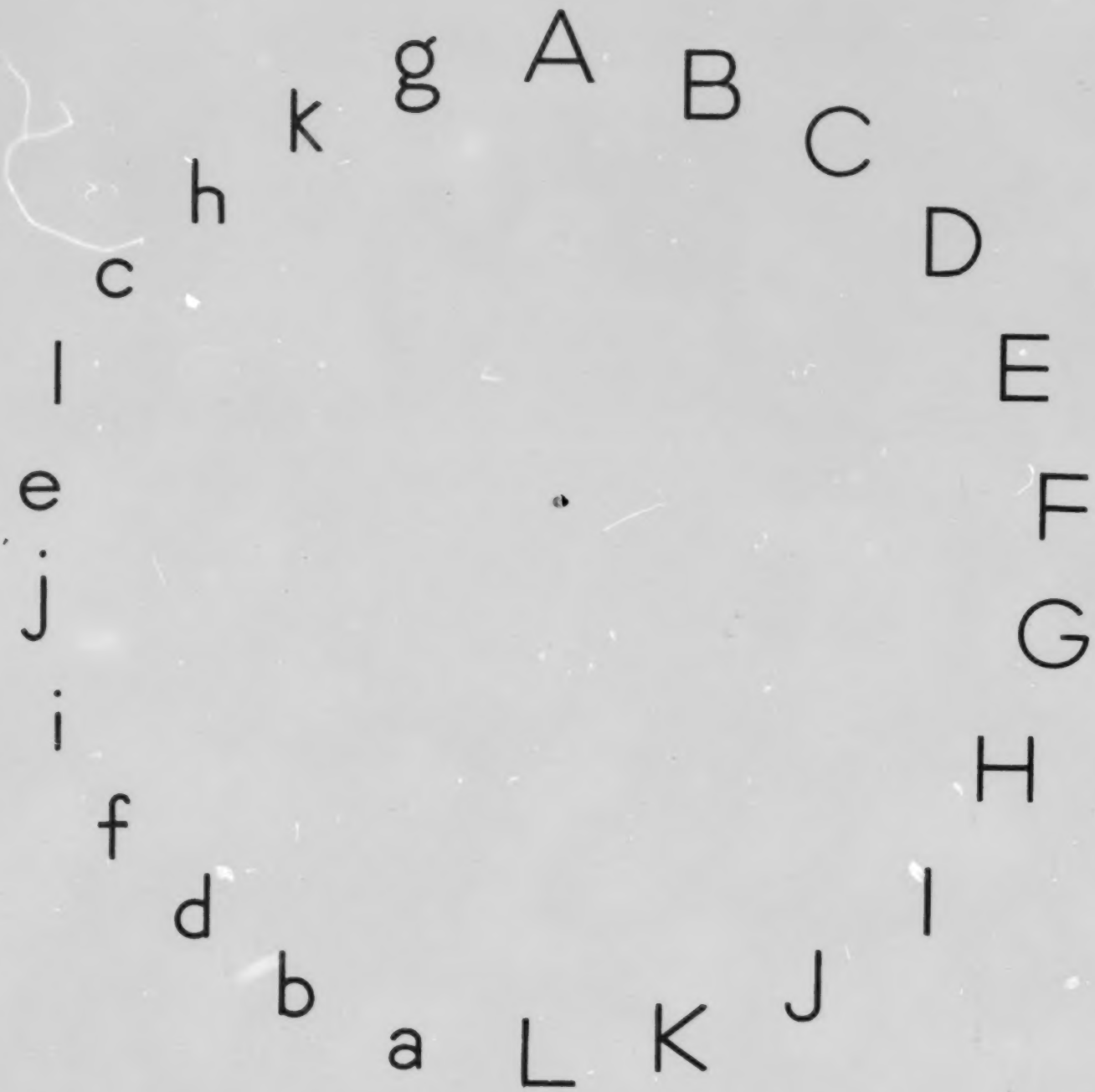

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1 a

name _____

1	bat	hag
	ran	tam
	dad	lab
	am	vat
	sap	tap

2	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

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3 A bad cat _____. Tad

_____ had a bat. ham

Can Dad _____ Dan? sat

Al _____ a cab. ran

Wag had _____. tag

4 Dad had hat a nap.

Nan a had a cap.

A fat man tap ran a cab.

Can ran a cat nab a fat rat?

A man had a gas can ham.

1.4

1 b

name _____

1

fat	gab
cam	at
bag	tag
pad	sad
map	an

2

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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3 Dad had a _____. had

Nan _____ a cap. fat

Can a cat nab a _____ rat? nap

A _____ had a gas can. ran

A man _____ a cab. man

4 A bad cat sat at.

Pat had bat a bat.

Al dab ran a cab.

Can nap Dad tag Dan?

Wag had hat ham.

name _____

1

big	gig
up	rug
did	hum
hut	if
jib	mud

2

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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3 A pig _____ in a bin. bun

A man had jam in a _____. cut

Can Dad _____ up ham? sat

A man _____ a pit. pup

A _____ can sit up. dug

4 A pep pup can run.

Can up Pam tag us?

A bad pig bid did it.

Fin Nat had fun.

A bad pup nap did nip.

2 b

name _____

1

dig	tin
fun	bud
bib	mug
it	hip
cup	vim

2

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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3 A _____ sat in mud. bus

Sam ran a big _____. pig

A bad man hid in a _____ pit. nip

A big bug _____ in a pan. big

Did a pup _____ a cat? sat

4 A rat bus hit a rut.

Did Jim jam win?

Zip up! It zip it up!

Mac hid in it in a bag.

Did Jim tag ham him?

3 a

name _____

1	pen	doc
	leg	not
	cod	job
	bed	red
	on	sunset

2

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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3 Big Pig can sit _____ a keg. hen

Ned fed a pet _____. Mom

A bug sat in a _____. on

_____ got a red hat. ten

_____ fat men sat in a big bus. pot

4 Dad met Tom at a it bus.

Fat Cat set sat on a pot top.

A big bad bug bit bat Les.

Mel sat on in a pin!

A man had a nap had on a cot.

112

3 b

name _____

1

men	cob
dot	top
Jeb	hem
peg	jog
wed	cannot

2

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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3 A man _____ a pig in a pigpen. got

Sis _____ a cut leg. red

A pup can _____ if a pup can sit up. rob

Mom got Sal a _____ hat. beg

Did a bad man _____ him? fed

4 Mop it up! Rub up it up!

A cat him cannot hum.

A lad can run let a lot.

A man got gut a job on a bus.

Jim dug a pit in mad mud.

114

4 a

name _____

1 a

sled	brag
bust	sift
musk	tempt
flop	wisp
scram	weld

1 b

act

elf

and

imp

elk

2

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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3 A sad man _____ bad. hand

Clem cut himself on the _____. felt

An _____ did a jig on a twig. slept

Did the wind _____ the elm? elf

At camp, Jim _____ on a cot bend
in a tent.

4 A lad and had a drum.

Sis hump can help Mom get it.

Stan cut slip himself.

Hal left got a gift from Pat.

Pigwig can dig in mud drag and grub.

4 b

name _____

1 a

blob	camp
cram	rusk
twig	fact
skip	went
strut	lisp

1 b

ant
ilk
end
apt
elm

2

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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3 Ted had a swim in the _____ . went

Did the pup _____ the ham scrap? help

Stan can _____ Mom lift the desk. pond

The cat had _____. gulp

Sal and Sid _____ in the bus. milk

4 Fred had a big dram drum.

The cut let bled a lot.

A man set trip a trap.

Did the twig the snap in the wind?

The bad pup did not up get up from the bed.

5 a

name _____

1 a

prompt	whip
shut	flesh
chin	bench
think	width
check	squint

1 b

ax

egg

itch

ink

add

2

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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3 A _____ sat on its nest and sang.
(thresh thrash thrush)

The quick fox hid when the man _____
(shod shop shot)
at him.

The big bus got _____ in a ditch.
(stuck stick stack)

Dick's sled bent _____ it hit a stump.
(whim whiz when)

A man with _____ can chop up
(width strength length)
the branch.

4 Beth up the mess swept.

_____

An egg will from a chick hatch.

_____

The chest hid the man in a cash.

_____

5 b

name _____

1 a

stump	wink
chip	thrush
strength	undress
muck	quit
squelch	whisk

1 b

ash

inch

ox

etch

ill

2 _____ _____

_____ _____

_____ _____

_____ _____

_____ _____

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3 Chet _____ black ink and got sick.
(drink drunk drank)

Black Witch got a twitch from an _____.
(etch itch inch)

Rich King Rex kept _____ in the bank's
(cash rash clash)
big black box.

Ten ducks left _____ in the shed.
(next nets nests)

Tess can _____ windmill.
(spilt spill spell)

Jack-in-the-box _____ from the box.
(spring sprang sprung)

4 The quilt a nap had in a cat.

_____

Add Nick can ten and six?

_____

Ten tank in a fish had Bill.

_____

6 a

name _____

1	dean	heel	spoor
	ail	bay	flout
	soar	chow	maw
	vaunt	coy	joist
	apse	about	railway

2

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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3 A loose _____ fell from the truck.
(hoard board boar)

Can Bill _____ such a load up the hill?
(awl hoard haul)

The boat went _____ on the shoal.
(around about aground)

Such boats did _____ around the east coast.
(snail wail sail)

The sheep will _____ in the haymow.
(seep steep sleep)

4 Six seesaw sat on a hawks.

_____

Well can read Fran and spell.

_____

Away did how the geese get?

_____

name _____

1

ream	goad	foil
moat	shroud	owl
waif	haunch	adze
flay	awl	leek
oath	cloy	aboard

2

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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3 A tree will _____ and bend in
(groan roan roam)

a stiff wind.

Goats eat oats and mash and _____.
(rain gain grain)

A witch haunts the _____ house.
(quilt queer queen)

The man hauls the big fish net up on

the _____.
(bench breach beach)

Jean saw a _____ swoop down from
(fawn hawk haul)

the rocks.

4 A boots must have cowboy.

_____

An Jack oil can not did have.

_____

A steep bus down slid a big hill.

_____

Level 7a name _____

1 Did you ever have a berry picking contest? It's one way to get a lot of berries picked. It is impossible to pick berries without help. Mr. Robinson has the sweetest black berries around but he hasn't got pickers. One day he said he was having a berry picking contest for the kids in town. The loafers didn't get much and the eaters got sick, but we had a happy holiday out of it.

2 a If it is near ten o'clock, it is _____ ten.

If you are glad to leave, you leave _____.

A coward acts in a _____ way.

A sudden rain _____ happens.

To be prompt means to do things _____.

b My dad got _____ a mouse. It is _____ mouse.

But if _____ have a mouse it is _____.

If _____ have a mouse it is _____.

If _____ has a mouse it is _____.

If _____ has a mouse it is _____.

But _____ really thinks a mouse is a satisfactory pet?

they me you he she yours

who his hers theirs my

127

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3 _____

_____

_____

_____

_____

_____

4 The children creep up to the haunted house. The house seems gloomy and tumble-down. The boards squeak under their feet. They think Mrs. Madison, who haunts the house, is in the attic. Maybe she will run downstairs and catch one of them! The children feel very creepy and afraid. All of a sudden a board creaks nearby. Is it Mrs. Madison about to snatch one of the children? Quick! Run! It may be Mrs. Madison. And stay away from that house!

a The house was _____.

b How did it seem? _____

c Where did they think Mrs. Madison was? _____

_____

d Did the children see her? _____

e How did the children feel? _____

_____

Level 7 b name _____

1 Welcome to our land. It has many different things in it. In the east and midwest it's cooler in September and hotter in summer. In winter it's coolest but it's chilly in spring too. The south is seldom cool and always a lot wetter. The southwest is the hottest spot year round. They do not get much rain there. On the west coast it's coolest in Washington. The biggest mountains are in the west, the flattest in the southwest, the roundest in the east. Freezing, raining, sunny and gloomy, probably everyone thinks his land is the best.

2 a When you are bad you act _____.

When you do things _____ you are correct.

A quick runner runs _____.

If winter is near, it is _____ winter.

If you are a rapid swimmer, you swim _____.

b _____ is jumping on my roof?

If _____ jump on _____ roof _____
tumble down.

If _____ jumps on _____ roof _____
tumble down, too.

And if _____ jump on _____ roof _____
tumble down with you.

_____ not jump on my roof.

let's he they who his they'll
he'll their my I'll I

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3 _____

_____

_____

_____

_____

_____

4 Molly, Milly, and Willie live in Wisconsin. They raise cows. Their dad, Mr. Harrison, runs their dairy. They have sixteen brown Swiss cows. Swiss cows give the best milk. The Harrison children help their dad and mom by bringing in the cows for milking, cleaning the stalls, and loading the milk cans on the truck to sell in town. Mrs. Harrison leaves the milking to Mr. Harrison but she fixes the butter and cheeses. Molly and Willie are better at helping with the cheese and butter but Milly is best with the cows. The Harrison children have to do a lot but have a lot of fun, too.

a Why do the Harrisons have Swiss cows?

_____

b Three things the Harrison children do:

_____

_____

_____

c Who helps Mrs. Harrison with the butter and cheese?

_____

Level 8 a name _____

1 I had a jacket of goat's skin, and a pair of loose breeches of the same. The breeches were made of the skin of an old he-goat, and the hair hung down such a length that it reached to the middle of my legs. Stockings and boots I had none, but had made me a pair of somethings, I hardly can think what to call them, to do up on each side. They were of a most clumsy shape, as indeed were all the rest of my clothing.

2 I met a sad man who never smiled but when he saw me _____, he _____, too. Now he _____ all the time. He is a cheerful, _____ man.

smiling smiled smiles smile

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If Dad is late he will _____ his train.

Yesterday Dad _____ his train and he had

to drive to work. _____ a train is

very annoying and when Dad _____ his

train he gets quite grumpy.

Missing miss missed misses

3 _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

name_____

4 In October it is Halloween, and we are going to have a party. There will be games and prizes and good things to eat. Everyone will dress up. Mother has agreed to bake cookies and fix some punch for us to drink. Ernest will not forget to bring a blindfold because we plan to play Murder in the Dark. We are going to bob for apples and make candy apples on sticks. Barbara wants to be a witch. Bert is going to be a Chinaman with a long pigtail down his back. And Grover says he will be a dwarf. Some kids won't tell what they are going to be and then it will be hard to tell who they are. I really haven't made up my mind yet what I will be. But everyone will be something different and it will be fun.

Have you ever played Murder in the Dark? One person is the murderer and everyone else hides in the dark. Then the murderer tries to find a person to tag. Everyone yells and giggles a lot. Then there are other games to play.

It will be a wonderful party and everyone will have a really good time.

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a What will the kids eat at the party? _____

_____

b Who will fix the food? _____

_____

c Name three outfits some kids will wear. _____

_____

d Name three things the kids will do. _____

_____

e How many of these words can you use to tell about Halloween?

dark	sudden	witch	windy	moon
gloomy	spook	afraid	hide	find

_____

_____

_____

_____

_____

_____

_____

_____

1 This part of Friday's speech began to please me very well. From this time I began to hope that, one time or other, I must be able to find a way to make my escape from here and that this poor fellow may perhaps help me do it.

After Friday and I became more closely acquainted, and when he began to understand almost all I said to him, I told him my own story.

2 David _____ fine cakes. He _____ a lemon cake last week. _____ cakes is fun for him. He is a good cake _____.

made makes Making maker

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When we _____ at home, our dog _____

with us. He likes to eat in the _____

room, but I wish he _____ alone!

dining dined dine dines

3 _____

_____

_____

_____

_____

_____ _____

_____

_____

_____

_____

name_____

4 Jim likes to work in the garden when the weather is warm. First he spades up the dirt and puts plant food in it. Then he adds mulch made from old leaves and grass. That helps the plants grow big and have lots of flowers. Then he rakes the dirt in the garden until it is smooth.

When it's not too cold he starts to plant the seeds. This year he is going to grow all sorts of colorful summer flowers. Jim has learned many clever ways to keep pests out of his garden. One old trick is to put mothballs on the dirt to keep slugs from eating the tender green leaves. It is a lot of hard work to make a garden. When there is no rain Jim must water it and when the weeds grow he must pull them out. Jim thinks it's worth the work when he sees the beautiful flowers blooming in the sunshine. And his mother loves to have pretty flowers from Jim's garden to put around the house.

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a Before Jim adds mulch he _____

_____

b What will Jim grow? _____

_____

c How does Jim keep slugs out? _____

_____

d Who else likes Jim's flowers? _____

_____

e If you had a garden, what would it be like?
Use as many of these words as you can to tell about it.

plow tractor dig spade worms weeds
beets beans apples potatoes tomatoes corn

_____

_____

_____

_____

_____

_____

_____

_____

name _____

1 Away in the middle of the night a wild peal burst from the village bells, and in a moment the streets were swarming with frantic half-clad people, who shouted, "Turn out! turn out! they're found! they're found!" Tin pans and horns were added to the din, the population massed itself and moved toward the river, met the children coming in an open carriage drawn by shouting citizens, thronged around it, joined its homeward march, and swept magnificently up the main street roaring huzzah after huzzah!

2 _____

_____

_____

_____

_____

_____

_____

_____

_____

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a Grandpa had a wonderful _____ of pictures he _____ show us whenever we needed something to do. He would tell us about each _____ while we looked at it. Grandpa was a professional _____. When he was _____ years old Grandpa told his father that he didn't want to go to _____. He just wanted to take _____ of people and _____ places. His father couldn't say no, and so _____ became a famous photographer. He had many unusual _____ and he would tell us about them.

strange adventures would collection college
eighteen photograph pictures Grandpa photographer

b We especially liked to hear about how he took pictures of the men building the George Washington Bridge in New York. He also took pictures of the machinery the men used to set up the towers in the Hudson River. We could tell from the pictures that it was dangerous and exciting to build a great bridge like that.

What bridge did Grandpa photograph? _____

_____

Where was it? _____

What was it like to build a bridge? _____

_____

name_____

c The funniest pictures were the ones Grandpa took of our family. Some of the stories about our old aunts and uncles were very amusing. Great Uncle Francis was a lone wolf or someone who was delighted to go his own way. He went to Washington and grew beautiful fruit. I always think of Uncle Francis when I bite into an apple. Aunt Alice was the first telephone operator in California. Grandpa took a picture of her answering calls. With her large earphones and long dress it seems very long ago. She used to listen in to people talking on the phone. She wasn't supposed to do that.

Where did Uncle Francis go? _____

What did he do? _____

Where did Aunt Alice go? _____

What work did she do? _____

d Grandpa went to Russia long before electricity was put in there. And he went to England and took pictures of the king being crowned in a huge old church.

What did the Russians not have? _____

In England Grandpa photographed _____

_____

Where was the king when Grandpa took the pictures? _____

_____

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e The pictures were always interesting. Sometimes they were humorous. We learned so much from Grandpa, I guess you could say he was an education himself.

Who is telling this story? _____

What were the pictures like? _____

Why was Grandpa an education? _____

_____

f

Grandpa took a lot of interesting pictures.

Suppose he came to visit your town.

What places could he take pictures of?

Do you know any people Grandpa might want to photograph?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

 name _____

1 Huck Finn's wealth and the fact that he was now under the Widow Douglas's protection introduced him into society, and his sufferings were almost more than he could bear. The widow's servants kept him clean and neat, combed and brushed, and they bedded him nightly in unsympathetic sheets. He had to eat with knife and fork; he had to use napkin, cup, and plate; he had to learn his book, he had to go to church; he had to talk so properly that speech was painful for him.

2 _____

_____

_____

_____

_____

_____

_____

_____

_____

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3 The Best Vacation

a Louis is _____ to visit his aunt Celia who lives in Chicago. _____ is a large, _____ city on Lake _____. It is full of buses and trucks, trains and _____ cars, noisy fire _____ and bustling people going about their _____. Aunt _____ lives in the _____ of the city so it is an _____ change for Louis.

anxious	Celia	Chicago	busy	Michigan
police	engines	business	center	exciting

b Louis and his family live on a dairy farm in Wisconsin in a small town called Lancaster. In Lancaster there are no tall buildings. There aren't even many people. There are a lot of chickens, cows, horses and other farm animals, though, but not the noise or the excitement of a big city. So Louis really likes the change from country to city.

Where does Louis live? _____

_____

How is it different from the city? _____

_____

Name two things you can't find in Lancaster.

_____

name _____

c For one thing, there are unusual museums to visit. The Museum of Science and Industry is a special place for Louis. He could spend hours there just examining examples of machinery. He could go down into the model coal mine a hundred times and still want to go again. Although these things are wonderful, the model trains are his favorites.

What museum does Louis like? _____

_____

What two things can Louis see there? _____

_____

What does he like best? _____

d The Lincoln Park Zoo is another of Louis's special places. There he can watch wolves and other animals wander around in natural surroundings. Although he likes wolves, the elephants are his favorite zoo animals.

What other place is special? _____

_____

What can he see there? _____

_____

What is his favorite animal? _____

_____

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e With his cousin George and some friends, Louis goes to the movies or even to hear band music in the park. In fact, there is enough to amuse a visitor so that there is no time for mischief. Louis is so busy in Chicago that he hardly has time to write home telling of his adventures.

Where else does Louis go? _____

_____

Who goes with him? _____

_____

Why doesn't Louis get into mischief? _____

_____

f Suppose Louis came to visit you in your town.
Where would you take him?
What would you do?

_____

_____

_____

_____

_____

_____

_____

Readiness Evaluation Sheet
pre-test

name _____

age _____ date _____

exercise 1 left-to-right

easy _____

difficult _____

concept understood _____

exercise 2 sequence

easy _____

difficult _____

concept understood _____

exercise 3 discrimination of difference

easy _____

difficult _____

concept understood _____

exercise 4 discrimination of similarity (pairs)

easy _____

difficult _____

concept understood _____

Comments:

ready for Let's Read ABC's _____

needs further language-organization (prereadiness) _____

a following directions _____

b directionality _____

c sequence _____

d discrimination _____

Level readiness to be readministered _____

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Readiness Evaluation Sheet
post-test

date _____

exercise 1 left-to-right

easy _____

difficult _____

concept understood _____

exercise 2 sequence

easy _____

difficult _____

concept understood _____

exercise 3 discrimination of difference

easy _____

difficult _____

concept understood _____

exercise 4 discrimination of similarity (pairs)

easy _____

difficult _____

concept understood _____

Comments:

ready for Let's Read ABC's _____

needs further language-organization (prereadiness) _____

a following directions _____

b directionality _____

c sequence _____

d discrimination _____

Evaluation Sheet Level ABC name _____

ABC a date _____ age _____ grade _____

part 1 letter recognition mastery 30/32
score _____/32

part 2 matching upper and lower case letters mastery 26/26
score _____/26

cumulative mastery score 56/58: 97%
actual cumulative score ___/58:____%

ABC b date _____ age _____ grade _____

part 1 letter recognition mastery 30/32
score _____/32

part 2 matching upper and lower case letters mastery 26/26
score _____/26

cumulative mastery score 56/58: 97%
actual cumulative score ___/58: ___%

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Evaluation Checklist Level ABC name _____

checklist		ABC - a	ABC - b
evaluator			
part 1	upper case		
	lower case		
reversals			
linear tracking			
part 2 upper/lower case matching			
mastered Let's Read ABC's			

Comments:

Evaluation Sheet Level 1 name _____

1 a date _____ age _____ grade _____

1

	I	M	F
bat			
ran			
dad			
am			
sap			

	I	M	F
hag			
tam			
lab			
vat			
tap			

oral reading mastery 9/10
score ____/10

2

at	cat	bag
fat	sat	tag
fan	sad	
can	bad	

spelling mastery 8/10
score ____/10

3 sentence completion

comprehension mastery 4/5
score _____/5

4 nonsense to sense sentences

comprehension mastery 4/5
score _____/5

cumulative mastery score 25/30: 83%
actual cumulative score ___/30: ____%

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1 b date _____ age _____ grade _____

1

	I	M	F
fat			
cam			
bag			
pad			
map			

	I	M	F
gab			
at			
tag			
sad			
an			

oral reading mastery 9/10
score ____/10

2

am pan sap
dam van map
dad vat
pad sat

spelling mastery 8/10
score ____/10

3 sentence completion

comprehension mastery 4/5
score _____/5

4 nonsense to sense sentences

comprehension mastery 4/5
score _____/5

cumulative mastery score 25/30: 83%
actual cumulative score ___/30: ____%

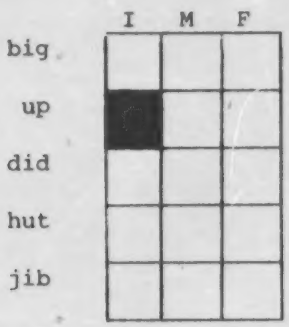
evaluation checklist		1a	1b
evaluator			
consonants: initial			
final			
vowels			
reading fluency	1		
	3		
	4		
mastered	Let's Read 1		
	Bethel Park I (1-8)		

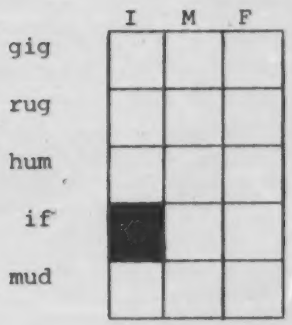
Comments:

Evaluation Sheet Level 2 pupil _____

2 a date _____ age _____ grade _____

1





oral reading mastery 9/10
score ____/10

2

fin	hit	sip
fun	hut	sup
kid	rim	
bud	rum	

spelling mastery 8/10
score ____/10

3 sentence completion

comprehension mastery 4/5
score ____/5

4 nonsense to sense sentences

comprehension mastery 4/5
score ____/5

cumulative mastery score 25/30: 83%
actual cumulative score ___/30: ___%

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2 b date _____ age _____ grade _____

1

	I	M	F
dig			
fun			
rib			
it			
cup			

	I	M	F
tin			
bud			
mug			
hip			
vim			

oral reading mastery 9/10
score ____/10

2

big	mid	rib
bug	mud	rub
pin	pip	
pun	pup	

spelling mastery 8/10
score ____/10

3 sentence completion

comprehension mastery 4/5
score ____/5

4 nonsense to sense sentences

comprehension mastery 4/5
score ____/5

cumulative mastery score 25/30: 83%
actual cumulative score ___/30: ___%

evaluation checklist		2a	2b
evaluator			
consonants: initial			
final			
vowels			
reading fluency	1		
	3		
	4		
mastered	Let's Read 2		
	Bethel Park I (9-24)		

Comments:

Evaluation Sheet Level 3 name _____

3 a date _____ age _____ grade _____

1

	I	M	F
pen			
leg			
cod			
bed			
on	■		

	I	M	F
doc			
not			
job			
red			
sunset			

oral reading mastery 9/10
score ____/10

2

get hep yes
got hop yet
Ned den
nod Don

spelling mastery 8/10
score ____/10

3 sentence completion

comprehension mastery 4/5
score ____/5

4 nonsense to sense sentences

comprehension mastery 4/5
score ____/5

cumulative mastery score 25/30: 83%
actual cumulative score ___/30: ___%

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3 b date _____ age _____ grade _____

1

	I	M	F
men			
dot			
Zeb			
peg			
wed			

	I	M	F
cob			
top			
hem			
jog			
cannot			

oral reading mastery 9/10
score ____/10

2

let nut yon
lot not yen
red pep
rod pop

spelling mastery 8/10
score ____/10

3 sentence completion

comprehension mastery 4/5
score _____/5

4 nonsense to sense sentences

comprehensive mastery 4/5
score _____/5

cumulative mastery score 25/30: 83%
actual cumulative score ___/30: ____%

evaluation checklist		3a	3b
evaluator			
consonants: initial			
final			
vowels			
reading fluency	1		
	3		
	4		
mastered	Let's Read 3		
	Bethel Park I (25-36)		

Comments:

Evaluation Sheet Level 4 name _____

4 a date _____ age _____ grade _____

1a

	I	M	F
sled			
bust			
musk			
flop			
scram			

	I	M	F
brag			
sift			
tempt			
wisp			
weld			

oral reading mastery 9/10
score ____/10

1b

	I	F
act		
elf		
and		
imp		
elk		

oral reading mastery 4/5
score ____/5

2 snag strum hand kilt
sped clap wept
drop twin hunt

spelling mastery 8/10
score ____/10

3 sentence completion

comprehension mastery 4/5
score _____/5

4 nonsense to sense sentences

comprehension mastery 4/5
score _____/5

cumulative mastery score 29/35: 83%
actual cumulative score /35: ____%

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4 b date _____ age _____ grade _____

1a

	I	M	F
blob			
cram			
twig			
skip			
strut			

	I	M	F
camp			
rusk			
fact			
went			
lisp			

oral reading mastery 9/10
score ____/10

1b

	I	F
ant		
ilk		
end		
apt		
elm		

oral reading mastery 4/5
score _____/5

2

swam	pond	skin	stop
tuft	dusk	glen	
drag	left	fist	

spelling mastery 8/10
score ____/10

3 sentence completion

comprehension mastery 4/5
score _____/5

4 nonsense to sense sentences

comprehension mastery 4/5
score _____/5

cumulative mastery score 29/35: 83%
actual cumulative score ___/35: ____%

Evaluation Checklist Level 4 name _____

checklist		4a	4b
evaluator			
can add consonants to monosyllables			
initial			
final			
vowel values			
reading fluency	1a		
	1b		
	3		
	4		
mastered	Let's Read 4		
	Bethel Park II (37-50)		

Comments:

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Evaluation Sheet Level 5 name _____

5 a date _____ age _____ grade _____

1a

	I	M	F
prompt			
shut			
chin			
think			
check			

	I	M	F
whip			
flesh			
bench			
width			
squint			

oral reading mastery 9/10
score _____/10

1b

	I	F
ax		
egg		
itch		
ink		
add		

oral reading mastery 4/5
score _____/5

2

brand	king
tank	shop
flash	chum
punch	miss
whack	quilt

spelling mastery 8/10
score _____/10

3 sentence completion

comprehension mastery 4/5
score _____/5

4 nonsense to sense sentences

1 2 4
(Beth) (swept up) (the mess.)

1 2 3
(A chick) (will hatch) (from an egg.)

1 2 3
(The man) (hid the cash) (in a chest.)

comprehension mastery 7/9
score _____/9

cumulative mastery score 32/39: 82%
actual cumulative score ___/39: _____%

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5 b date _____ age _____ grade _____

1a

	I	M	F
stump			
chip			
strength			
muck			
squelch			

	I	M	F
wink			
thrush			
undress			
quit			
whisk			

oral reading mastery 9/10
score ____/10

1b

	I	F
ash		
inch		
ox		
etch		
ill		

oral reading mastery 4/5
score _____/5

2

spring	punch
chest	wax
which	match
deck	fifth
bank	prompt

spelling mastery 8/10
score ____/10

3 sentence completion

comprehension mastery 4/5
score _____/5

4 nonsense to sense sentences

1 2 3
[The cat] [had a nap] [in a quilt.]

1 2 3
[Can] [Nick add] [ten and six?]

1 2 3
[Bill had] [ten fish] [in a tank]

comprehension mastery 7/9
score _____/9

cumulative mastery score 32/39: 82%
actual cumulative score ___/39: ____%

Evaluation Checklist Level 5 name _____

checklist			5a	5b
evaluator				
consonant	digraphs			
	blends			
vowels				
reading fluency		1		
		3		
		4		
syntax 4				
mastered	Let's Read 5			
	Bethel Park II (51-71)			

Comments:

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Evaluation Sheet Level 6 name _____

6 a date _____ age _____ grade _____

1

dean _____	heel _____
ail _____	bay _____
soar _____	chow _____
vaunt _____	coy _____
apse _____	about _____

spoor _____

flout _____

maw _____

joist _____

railway _____

oral reading mastery 14/15
score _____/15

2

ear	yowl
flee	raw
stool	haunt
oar	soy
ground	oil
pain	solve
sway	else

spelling mastery 11/14
score _____/14

3 sentence completion

comprehension mastery 4/5
score _____/5

4 nonsense to sense sentences

1 2 3
(Six hawks) (sat) (on a seesaw.)

1 2 3
(Fran) (can read and spell) (well.)

1 2 3
(How did) (the geese) (get away?)

comprehension mastery 7/9
score _____/9

cumulative mastery score 36/43: 84%
actual cumulative score __/43: _____%

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6 b date _____ age _____ grade _____

1

ream _____ goad _____

moat _____ shroud _____

waif _____ haunch _____

flay _____ awl _____

oath _____ cloy _____

foil _____

owl _____

adze _____

leek _____

aboard _____

oral reading mastery 14/15
score _____/15

2

eat	heed
rinse	proof
oak	leave
pouch	vain
lay	law
chow	join
coy	fault

spelling mastery 11/14
score _____/14

3 sentence completion

comprehension mastery 4/5
score _____/5

4 nonsense to sense sentences

1 2 3
[A cowboy] [must have] [boots.]

1 2 3
[Jack] [did not have] [an oil can.]

1 2 3
[A big bus] [slid down] [a steep hill.]

comprehension mastery 7/9
score _____/9

cumulative mastery score 36/43: 84%
actual cumulative score ___/43: _____%

Evaluation Checklist Level 6 name _____

checklist		6a	6b
evaluator			
vowel digraphs			
consonant correlations			
reading fluency	1		
	3		
	4		
syntax 4			
mastered	Let's Read 6		
	Masterbook, part III		

Comments:

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Evaluation Sheet Level 7 name _____

7a date _____ age _____ grade _____

part 1: oral reading

you	_____	Mr.	_____
ever	_____	Robinson	_____
berry	_____	has	_____
contest	_____	hasn't	_____
one	_____	pickers	_____
to	_____	said	_____
of	_____	was	_____
berries	_____	loafers	_____
picked	_____	happy	_____
impossible	_____	holiday	_____

overall reading:
accurate _____
fluent _____
expressive _____

oral reading mastery 18/20
score _____/20

part 2: sentence completions

a) adverbs: mastery 4/5
score _____/5

b) pronouns: mastery 9/11
score _____/11

total mastery completions 13/16
total score _____/16

part 3: spelling dictation

foolish	I've
into	ever
thickest	Andy
traffic	satisfactory
canyon	his
grandest	problem

overall dictation:
good _____
fair _____
poor _____

spelling mastery 10/12
score _____/12

part 4: comprehension

a) haunted
b) tumble-down
c) in the attic
d) no
e) creepy and afraid

comprehension mastery 5/5
score _____/5

cumulative mastery score 46/53: 87%
actual cumulative score ___/53: _____%

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7b date _____ age _____ grade _____

part 1: oral reading

welcome	_____	too	_____
our	_____	seldom	_____
different	_____	cool	_____
cooler	_____	Washington	_____
September	_____	mountains	_____
hotter	_____	freezing	_____
summer	_____	sunny	_____
winter	_____	gloomy	_____
coolest	_____	probably	_____
chilly	_____	everyone	_____

overall reading:
accurate _____
fluent _____
expressive _____

oral reading mastery 18/20
score _____/20

part 2: sentence completions

a) adverbs: mastery 4/5
score _____/5

b) pronouns: mastery 9/11
score ____/11

total mastery completions 13/16
total score _____/16

part 3: spelling dictation

dairy	eleven
products	noisy
are	children
kettle	eaten
rattled	chicken
began	o'clock

overall dictation:
good _____
fair _____
poor _____

spelling mastery 10/12
score _____/12

part 4: comprehension

a) have the best milk
b) bring in the cows (1)
clean stalls (1)
load cans on truck (1)
c) Molly and Willie

comprehension mastery 5/5
score _____/5

cumulative mastery score 46/53: 87%
actual cumulative score ___/53: ___%

Evaluation Checklist Level 7 name _____

checklist		7a	7b
evaluator			
oral reading	irregular words		
	multisyllable words		
	fluent		
	accurate		
dictation (sentences)			
factual comprehension			
mastered	LR 7		
	MB, part IV		

Comments:

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Evaluation Sheet Level 8 name _____

8 a date _____ age _____ grade _____

part 1: oral reading

same _____

made _____

old _____

somethings _____

hardly _____

what _____

call _____

side _____

shape _____

all _____

clothing _____

overall reading:
accurate _____
fluent _____
expressive _____

oral reading mastery 10/11
score _____/11

part 2: sentence completions
(inflected forms)

completions mastery 8/8
score _____/8

part 3: spelling dictation

fourth	more
Thursday	halt
November	cold
turkey	washcloth
swans	Charles
where	careless
there	china
water	coffeepot
quiet	dining
snore	floor

overall dictation:
good _____
fair _____
poor _____

spelling mastery 16/20
score _____/20

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part 4: comprehension

a cookies and punch
b mother
c Chinaman, witch, dwarf
d bob for apples, make candy apples, play games
e dark _____ moon _____
gloomy _____ spook _____
sudden _____ afraid _____
witch _____ hide _____
windy _____ find _____

comprehension mastery 4/4
score ____/4

independent writing:
number words used __/10
proper sentence ____
punctuation _____

cumulative mastery score 38/43: 88%
actual cumulative score ___/43: ___%

8 b date _____ age _____ grade _____

part 1: oral reading

part _____
Friday's _____
hope _____
other _____
escape _____
here _____
fellow _____
perhaps _____
almost _____
own _____
story _____

overall reading:
accurate _____
fluent _____
expressive ____

oral reading mastery 10/11
score ____/11

part 2: sentence completions
(inflected forms)

completions mastery 8/8
score _____/8

part 3: spelling dictation

after	fourth
rather	July
nasty	hurry
afternoon	arrive
quarrelsome	early
put	fireworks
James	thirteen
ashamed	squirrels
recognized	tall
mistake	fir

overall dictation:
good _____
fair _____
poor _____

spelling mastery 16/20
score ____/20

Evaluation Sheet Level 8 continued name _____

part 4: comprehension

a spades up dirt, puts in plant food and mulch

b summer flowers

c puts down mothballs

d mother

e

plow	_____	beets	_____
tractor	_____	beans	_____
dig	_____	apples	_____
spade	_____	potatoes	_____
worms	_____	tomatoes	_____
weeds	_____	corn	_____

comprehension mastery 4/4
score _____/4

independent writing:
number words used __/12
proper sentence ___
punctuation _____

cumulative mastery score 38/43: 88%
actual cumulative score ____/43: ___%

checklist		8a	8b
evaluator			
oral reading	fluent		
	accurate		
writing sentences	dictated		
	independent		
factual comprehension			
mastered	Let's Read 8		
	Masterbook, part V		

Comments:

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Evaluation Sheet Level 9 name _____

9 a date _____ age _____ grade _____

part 1: oral reading

night _____

village _____

half _____

people _____

population _____

carriage _____

citizens _____

magnificently _____

huzzah _____

overall reading:
accurate _____
fluent _____
expressive _____

oral reading mastery 8/9
score _____/9

part 2: spelling dictation

judge	science
thief	curious
ought	nature
honest	people
bandage	castles
finger	often
knife	elephants

overall dictation:
good _____
fair _____
poor _____

spelling mastery 11/14
score _____/14

part 3: comprehension

a completions

mastery score 10/10
score _____/10

b George Washington Bridge
New York
dangerous, exciting

mastery score 3/3
score _____/3

c Washington
grew fruit
California
telephone operator

mastery score 4/4
score _____/4

d electricity
the king got crowned
in a huge old church

mastery score 3/3
score _____/3

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e a grandchild (boy or girl)
interesting, humorous
because the children learned
so much from him

mastery score 3/3
score _____/3

f independent writing:
form _____
punctuation _____
word knowledge _____

comprehension total mastery score 23/23
total score ___/23

cumulative mastery score 42/46: 91%
actual cumulative score ___/46: ____%

9 b date _____ age _____ grade _____

part 1: oral reading

protection _____

introduced _____

society _____

could _____

combed _____

nightly _____

unsympathetic _____

knife _____

talk _____

overall reading:
accurate _____
fluent _____
expressive ____

oral reading mastery 8/9
score _____/9

part 2: spelling dictation

Cecil	education
accident	build
couldn't	muscles
wolf	wrist
might	aches
friend	write
physical	school

spelling mastery 11/14
score _____/14

Evaluation Sheet Level 9 continued

name _____

part 3: comprehension

a completions

mastery score 10/10
score ____/10

b Wisconsin (Lancaster)
country (quiet, empty)
no tall buildings, not many people
no excitement

mastery score 3/3
score _____/3

c Museum of Science and Industry
machinery, coal mine, model trains

mastery score 3/3
score _____/3

d Lincoln Park Zoo
wolves, elephants, other animals
elephant

mastery score 3/3
score _____/3

e to the movies or to the park
his cousin, friends
Louis is too busy

mastery score 3/3
score _____/3

f independent writing:
form _____
punctuation _____
word knowledge _____

comprehension total mastery score 23/23
total score ___/23

cumulative mastery score 42/46: 91%
actual cumulative score _____/46: ____%

checklist		9a	9b
evaluator			
decoding	fluent		
	accurate		
writing sentences	dictated		
	independent		
factual comprehension			
mastered	Let's Read 9		
	Masterbook, part VI		

Comments:

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